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CATALOGUE ISSUE 1980-1981

NONDISCRIMINATORY POLICY

Meredith College admits women students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.

meredith

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A correspondence list may be found on page 144.

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PRESIDENT'S MESSAGE

As early as 1835 when she was merely an idea, through the signing of her charter in 1891, and as recently as today, Meredith has been a college defined by her possibilities. Her very nature and purpose encourage potential and minimize limitations.

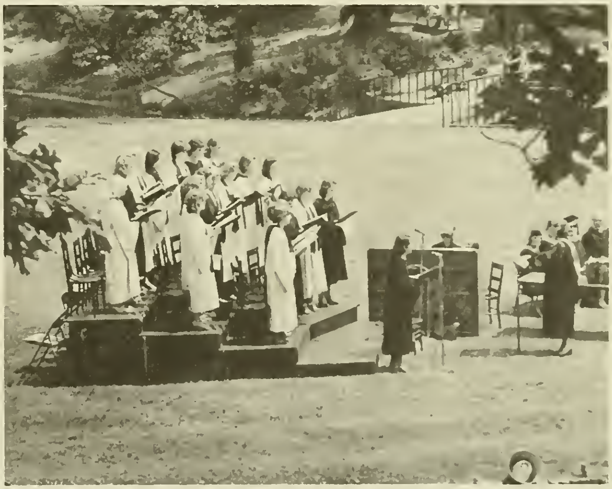
From her beginning, Meredith has been a step ahead of her time in developing the potential of her students, and she continues with fundamental commitment that encourages them to appreciate learning and human development as life-long processes, to realize their worth as individuals, to acquire sound knowledge in the arts, sciences, and humanities, and to develop skills in analytical thought and communication. The Meredith education is a vital experience that emphasizes a necessary relationship between an education for life and living.

Living means change, and learning is as basic to life as change. Learning to deal with and direct change is the fundamental challenge to modern American society. Whether a woman is a leader in business or industry, or a grass roots civic and social leader in Anytown, USA, she faces that challenge.

Meredith recognizes that today's rapid growth of technology demands new knowledge and new awareness and that an increasing fragmentation of society demands new skills and new vitality. As Meredith seeks to prepare her students for an active role in their world, she encourages them to effect change where it is good, resist change where it is misdirected, and be able to distinguish between the two.

Meredith's success as a high quality liberal arts institution is more than the sum of all her parts. It is the combination of many features that makes Meredith not only an excellent place for the education of women, but which also provides a quality of life which has earned her the deep loyalty of alumnae and friends.

John Edgar Weems, *President*



Meredith College: An Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a new college was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder,* was named to chair the 1835 committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh home in 1926. The College has grown from the single building in downtown Raleigh that was once Baptist Female University to a 225-acre campus with a library, classroom buildings, seven residence halls, administration building, gymnasium, college center, auditorium, and other physical facilities that in design and function reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

ACCREDITATION

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music, and the Council on Social Work Education. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the Association of Intercollegiate Athletics for Women. Graduates of Meredith are eligible for membership in the American Association of University Women.

PURPOSE

Meredith is a women's college of high quality in the liberal arts — a college in which the Christian perspective is the integrative principle in the educational program and

whose purpose is to provide experiences through which students will develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to help students aspire to and make a contribution toward "culture made perfect through the religion of Jesus Christ." In an atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals, to acquire sound knowledge in the arts, sciences, and humanities, to exercise creative imagination, to develop skills in analytical thought and communication, and to achieve a sense of life direction. Thus, students are prepared for leadership and intelligent citizenship, for productive work in the vocations and professions, for graduate and professional study, for good use of leisure, and for homemaking.

A COLLEGE FOR WOMEN

Meredith College was founded on the premise that excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has been graduating highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities and states.

Providing an environment conducive to self-discovery and development, Meredith is well suited for educating women to lead and contribute in society. In addition to sound academic instruction and opportunities for personal growth, the College has developed special programs and study opportunities relevant to the needs of today's women. The College seeks to provide education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual member of the community.

STUDENT LIFE

To provide the most stimulating learning environment possible, Meredith College seeks a diverse student body. The approximately 1,500 enrolled students come from North Carolina, numerous other states and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students returning to the College to continue their educations help provide a heterogeneous

classroom atmosphere, thereby enhancing communication, debate, and idea exchange. Students enjoy an academic and social climate which fosters close communication between students and faculty in an atmosphere of respect and concern for learning and enrichment.

Most students also find time to participate in campus activities and to enjoy the many opportunities of the Raleigh area. Meredith seeks to provide a total educational experience — one where creative, intellectual and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith provides opportunities for her students to participate in a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 156,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities afford additional cultural and social advantages to the Meredith student as wellas academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as studdnt teachers in the Wake County school system. Thus, a variety of opportunities involve students in the life of an exciting city and state capital, which is home to more than 20,000 college students.

CONTINUING EDUCATION

Meredith is committed to encouraging in each student an appreciation of human development as a lifelong process. Meredith therefore seeks to serve the woman who, as her life unfolds, wishes to expand and

continue her education by taking enrichment courses, personal and career development workshops (see page 62), by auditing courses (see page 68), or by taking courses for credit. She may begin a degree, complete a first or second degree, meet post-baccalaureate certification requirements in teaching, social work, or as a legal assistant, update an area of interest or explore a new one (see page 62). The Office of Continuing Education is concerned with meeting individual needs and academic interests of women re-entering the educational process at Meredith and of women in the community.

Special programs coordinated by the Office of Continuing Education include life direction, leadership and decision-making seminars; an extension program for alumnae; certification in cultural resources management; the professional secretaries' program; Woodrow Wilson Visiting Fellow career program; music enrichment classes and summer activities for all ages; and faculty development seminars.

FACULTY

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 50 per cent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 45 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

CURRICULUM

Meredith College offers a curriculum designed to assist the student — living and working as a free person within a community of learners — in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an

intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and a total of 24 majors. Elective courses may provide for further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music.

INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those courses listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work in a business with campus study. Under the auspices of the Cooperating Raleigh Colleges a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University and American University whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in a selected foreign country whereby a student may earn a full semester's credit at approximately the same cost as on campus. There are departmentally-sponsored overseas programs. In addition a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions.

CAREER DIRECTION

Career opportunities for women are greater now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including the top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering 24 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, students may, with advice from their major department, custom design a cluster of courses which gives specific career direction to their required study in arts, sciences, and humanities.

Pre-Professional Studies

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

Teacher Education

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements of the North Carolina Department of Public Instruction with the College requirements for a sound foundation in the arts, sciences, and humanities as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and abilities developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith seeks to provide for the prospective teacher varied experiences which will result in the development of competencies for the multiracial classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

Social Work

The program in social work is certified by the National Council on Social Work Education and offers a sequence of courses leading to beginning competency in social work practice and certification in school social work. For details interested students should consult the Department of Sociology and Social Work. See pages 57 and 114.

Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national and ethnic origin, or handicap.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to her on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith College actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other Southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial aid.

FRESHMAN ADMISSION

Requirements

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the $15 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the $15 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

Meredith takes a flexible approach to course requirements for admission. The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12. Her program should include four units in English and at least nine additional credits chosen from English, foreign language, history, social studies, mathematics, and natural sciences. To prepare for the academic program at Meredith, a prospective student should take a strong college-preparatory program throughout high school.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class at least 70 per cent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student who wishes to enroll and who shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

Scholastic Aptitude Test

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the SAT of the College Entrance Examination Board and to have an official report of her

scores sent to Meredith College. For admissions purposes at Meredith, this test should be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 or Box 1025, Berkeley, California 94701. While SAT scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language or some other measure of competency may be requested in addition to or in lieu of SAT scores. (Foreign students, especially those who will be traveling on a student visa, should see pages and for testing expectations.)

Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide names of a school official, a teacher who has taught her in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities. The Office of Admissions writes directly to the references for recommendations to support the application.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in order that any special accommodations that

might be necessary can be arranged by the College.

Interview

Although an admissions conference is not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 144.)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 37.)

Credentials for Adult Students

A woman who wishes to enter a degree program may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a pre-arranged program as an unclassified student. The woman who chooses to meet freshman admissions requirements may in some instances be advised by the Office of Admissions to substitute other standardized test scores for the SAT. The woman who is 23 years of age or older may wish to take advantage of the opportunity to enter initially as an unclassified student before applying for admission. Under this option, her academic performance at Meredith while an unclassified student becomes the primary criterion for gaining admission to the degree program. (See pages 26 and 62.)

Early Decision Plan

A student who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan. Such a student must file her application *by October 15* of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the SAT prior to her senior year.

The College takes action on early decision applications by November 15 and notifies each candidate immediately of the decision. Accepted students are required to make by December 15 a $100 advance deposit, a non-refundable payment that applies toward freshman year expenses. For information about applying for an early decision on financial aid, see page 34.

Exceptional credentials are not essential for early decision admission, but early acceptance is not realistic for every student. In such a case the student receives notification that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. She is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith College.

Regular Admission Plan

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a $100 advance deposit by May 1. This non-refundable deposit will apply towards her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

Advanced Placement and Credit

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: an Advanced Placement Examination of the College Entrance Examination Board (CEEB); a special departmental examination; a CEEB Achievement Test in French, German, Latin, or Spanish; and/or a subject examination in Introductory Calculus and Introductory Sociology of the College-Level Examination Program. Further information about these opportunities may be obtained by writing the Office of Admissions.

TRANSFER ADMISSION

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical institutes and business colleges. There are particular procedures and requirements for applicants from these institutions. (See page 22.)

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See page 68, Residence Credit Requirements.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. See page 56 for information regarding credit requirements for a second degree program.

Requirements

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

An applicant having less than 30 semester hours of college credit at the time of application must meet freshman admissions requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having 30 or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. Information about the health record is found on pages 17 and 18.

Credentials for Adult Students

A woman who wishes to resume a degree program begun earlier may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a pre-arranged academic program as an unclassified student. The woman who is 23 years of age or older may wish to enroll as an unclassified student before applying for admission. Under this option, her academic performance at Meredith while an unclassified student becomes the primary criterion for gaining admission to the degree program. (See pages 26 and 62.)

Procedure

To be considered for admission, a student should file a transfer student application, obtainable from the Office of Admissions, and the non-refundable $15 processing fee, preferably by February 15. She is responsible for having an official transcript sent to Meredith College from each college or university attended and, if enrolled at the time of application, a list of courses in progress. The student must provide the names and addresses of her previous dean of students (or similar official), a college professor, and a third person of her choice. The admissions staff sends the student a reference form to forward to the dean of students, and it writes directly to the other references for supporting recommendations.

When all required information is received, the College evaluates the application of a transfer applicant and notifies her as quickly as possible of its decision. An accepted student must pay a $100 non-refundable advance room deposit by May 1.

The College will consider students who apply as on-campus residents after the recommended deadline of February 15 if residence space is available. Applications from commuting students can usually be evaluated into the summer months. A student seeking entrance to the spring semester should file her application by December 1. If accepted for the spring term, she must pay a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later.

Procedures and Requirements for Students from Technical Institutes and Business Colleges

Because the academic backgrounds of students from technical institutes and business colleges are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical institute or business college should follow the procedure described on page 21. In addition, she should request her secondary school to send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical institute or business college to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical institute or business college is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted. See page 69 for a description of the evaluation of credits from technical institutes and business colleges. Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

Evaluation of Credit

After a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation. The candidate who comes from a regionally

accredited college or university will receive credit for the courses acceptable toward a degree at Meredith. The student who transfers from an unaccredited college or university should consult page 69 for information about provisional credit. In evaluating credit earned more than ten years prior to enrollment at Meredith, the registrar will consult with the appropriate departmental chairman.

The maximum credit accepted from a two-year college is 66 hours. An enrolling transfer student should consult pages 68 and 69 for information about the minimum number of semester hours, including courses in her major field, that must be taken at Meredith College.

INTERNATIONAL STUDENTS

Meredith College welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language, which is administered by the College Entrance Examination Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. For her own benefit, the student should be certain that she has adequate health and accident insurance before traveling to the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to $1,000, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

The College is authorized under Federal law to enroll non-immigrant alien students. Further information and application materials are available from the Office of Admissions.

RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith College but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. A special application, obtainable from the Office of Admissions, and a $5 non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith College. If adequate health information is not on file at the College, the student will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. The membership of this committee is normally the same as that of the academic retention committee which considered her academic situation at the time she was suspended. (See page 73 for a description of the academic retention committee.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental chairman.

A former Meredith student who is 23 years of age or older may wish to follow the procedure described on page 26 for adult students before applying for re-admission.

PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than eleven credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

SPECIAL ADMISSION PROGRAMS

Special Students

Special students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
2. A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
3. A college graduate wishing to pursue a teacher certification program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith College in order to complete the certification program. (See G on page 59.)

4. A college graduate wishing to pursue a social work certification program files an application and an official transcript with the Department of Sociology and Social Work. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith College in order to complete the certification program, and as many as 43 semester hours may be necessary.

5. A student who is 23 years of age or older may enroll as a special student without fulfilling the admissions requirements for degree candidates and may receive a maximum of 15 semester hours credit. The special student who wishes to complete a pre-arranged course program as a basis for later applying for regular admission will be registered as an unclassified student. This student will be permitted to apply the credit toward a degree if she is later admitted as a degree candidate. After 15 semester hours of credit are earned as a special student, she must apply and be accepted for admission to the College if she wishes to receive credit for additional courses. See the immediately preceding pages for admissions policies and procedures.

   The prospective student in this category should confer with the Office of Continuing Education for advice about entering the program, course selection, and registration procedures.

Summer Scholars Program

A high school student having an above average academic record may earn college credit or study simply for enrichment by enrolling as a special student in approved courses in the Meredith College summer school. The Summer Scholars Program is open only to rising senior girls. Information about admissions requirements and other details of the program and Summer Scholar application forms are available from the Office of Admissions.

Senior Scholars Program

High school senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith College. A student approved for participation in the Senior Scholars Program may attend classes for college credit in either or both semesters of her senior year. Information about

admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (See page 43.) All freshmen and transfer students are expected to take part in the orientation program. Each student should report to the Office of the Dean of Students upon arrival. Residence halls will open and the orientation program will begin on Tuesday, August 19. Registration is scheduled for Saturday, August 23.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of the residence halls is sent to the student after she is accepted for admission.

SUMMER SESSION

During the summer of 1981, the College will operate three three-week terms, May 25-June 12, June 15-July 3, and July 6-24. Students accepted for admission to the fall term as well as those previously enrolled at Meredith College may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar. See page 26 for information about the Summer Scholars Program for rising high school senior women.

Laboratory Exercises in General Biology
THIRD EDITION

Finances

In these days of rising costs, Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable rates. Fund-raising programs conducted by the Division of Institutional Advancement at Meredith are designed to secure the funds necessary for the maintenance and increased financial stability of the College and for the achievement of the College's programs, services, and mission objectives. A tri-focus fund-raising program is designed to secure funds for current operations, endowment and capital improvements, including renovations and construction of new facilities.

Because the costs of labor, materials, and food are uncertain, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will, of course, be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

TUITION AND FEES

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Special students are non-resident students taking credit courses but not pursuing a degree; their tuition charges are determined by their course loads.

Full-Time Students

(12-18 credit hours and all resident students)

	Semester	*Year*
Resident Students		
Tuition	$ 1,250	$ 2,500
Room, board, laundry, and infirmary	575	1,150
	$ 1,825	$ 3,650
Commuting Students		
Tuition	$ 1,250	$ 2,500

Part-Time Students

(1-11 credit hours)

Tuition (for credit or audit)	$95 per credit hour

Additional Course Fees

Credit in excess of 18 hours	$95 per credit hour

Applied Music

Full-time students	
1 half-hour lesson weekly	$ 50
2 half-hour lessons weekly	$ 85
Class lessons in piano	$ 45
Class lessons in guitar	$ 45

Part-time students (for credit)
Tuition of $95 per credit hour plus the following fees:

1 half-hour lesson weekly	$ 50
2 half-hour lessons weekly	$ 85
Class lessons in piano	$ 45
Class lessons in guitar	$ 45

Part-time students (no credit)	
1 half-hour lesson weekly	$130
2 half-hour lessons weekly	$260
Theory-musicianship classes	
No charge for students taking private applied lessons at Meredith	
Students not taking private applied lessons at Meredith	$ 50
Class lessons in piano 1 hour per week	$ 85
Class lessons in guitar 1 hour per week	$ 85
Suzuki violin classes — 2 half-hour lessons weekly	$ 100
Pace piano classes — two 45 minute classes per week	$190

Education

Education 439 — Student Teaching	$ 50

Home Economics

Home Ec. 455 — Home Management Residence—Non-Residents	$50

Physical Education

Golf, bowling, and snow skiing fees are set at the beginning of each semester.

Equitation	
Full-time students	
2 lessons weekly	$ 95
Part-time students	
1 lesson weekly	$ 95
2 lessons weekly	$140

Auditing Courses

Full-time students	no charge
Part-time students	$95 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, art supplies, gym clothes, and other instructional expenses are not included in the above charges.

Special Fees

Application fee for new students	$ 15
Application fee for students seeking re-admission	$ 5
Graduation fee (partially covers direct cost of graduation)	$ 20
Transcripts	$1.00 each

Breakage fee

Students will be billed for unjustifiable damage to college property.

Health services

Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Students will be billed for additional service in case of serious or prolonged illness, for all special medical prescriptions, x-rays, and fluoroscope. Only emergency service is supplied for non-resident students.

Boarding a horse .... $100 per month

TERMS OF PAYMENT

Payment Schedule

Application fee accompanies application .... $ 15

Advance payment for all entering students $100

Students who are accepted on the Early Decision Plan must make payment on or before December 15. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $15 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance Payment for returning students $100

All returning resident students must make this deposit before February 15. The fee will be credited to the returning student's account. For resident students who withdraw after the payment of the deposit, $85 will be refunded if the request is received by
May 1.

All commuting students must make this deposit before April 15. For commuting students who withdraw after the payment of the deposit, $85 will be refunded if request is received by July 1.

	Resident	*Commuting*
Advance Payment	$ 100	$ 100
At the beginning of the first semester	950	600
In the middle of the first semester*	775	550
At the beginning of the second semester	1,050	700
In the middle of the second semester*	775	550
	$3,650	$2,500

Tuition Remission for North Carolina Residents

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina.

**Charges for additional fees are added to the mid-semester payments.*

The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1980-81 is $550 per student per year.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar. The grant will be credited to her mid-semester bill for each semester in which she qualifies.

Deferred Payment Plan

For students and parents desiring to pay educational expenses in monthly installments, low cost deferred payment programs are available through College Aid Plan, Inc., 1700 Mishawaka Ave., South Bend, Indiana 46624; Educational Funds, Inc., 36 S. Wabash Avenue, Chicago, Illinois 60693; and the Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022.

Refund Policy

If a student withdraws or is dismissed from the College before the end of a semester, no refund for tuition fees or room is made for the half of the semester in which she leaves. A proportionate refund is allowed on board charges, based on the number of weeks attended.

If a student is receiving financial assistance, the accounting office first determines the total amount of refund that is in order according to the formula stated above and then prorates the amounts to be repaid to the various aid funds and, if applicable, to her or her parents. For the student whose financial aid award for the academic year or single semester included expected savings from a summer Plan Assuring College Education (PACE) in North Carolina job, the full amount of the expected savings would be required to be used toward educational expenses, as defined on pages 33 and 34, before other types of aid in any proportion would be available for crediting to the student's account. Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students.

Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith College Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

FINANCIAL AID

Meredith College offers a student aid program which seeks to meet the financial need of each student. All degree candidates — including freshmen and transfer applicants, on-campus and commuting students — are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.

The aid program is administered on a need basis without regard to race, creed, national and ethnic origin, or handicap. A foreign applicant should consult pages 23 and 24 for assistance available to students from other countries.

Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith College, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith College financial aid application and a Financial Aid Form (FAF) to the College Scholarship Service (CSS).

For the on-campus student, the cost of attending includes tuition, room and board and an estimated $1050 for books and supplies and miscellaneous personal expenses, including transportation. The total educational cost used by the financial aid office in its calculation of need for an on-campus student for 1980-81 is $4,700. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $1,700 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total educational cost

used by the financial aid office in its calculation of need for a full-time commuting student for 1980-81 is $4,200. The total educational cost for a part-time student or an independent student is determined on an individual basis; the approach to determining the need for assistance is as described in the paragraph above. Further information about typical student costs and budgets may be obtained by conferring with the financial aid officer.

Application Procedures

An entering student who wishes to apply for any kind of financial aid should proceed as follows *before February 15:*

1. Return a Meredith College financial aid application to the financial aid office. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial aid.
2. Have her parents submit a Financial Aid Form (FAF) to the College Scholarship Service (CCS), designating Meredith College (code number 5410) as an institution to receive a copy. The FAF may be obtained from her high school counselor or her college financial aid office.

The student who is applying for admission under the Early Decision Plan and who wishes an early decision on financial aid should proceed as above *before October 15* of her senior year. If all required forms are received by November 15, she will receive a decision about her aid by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial aid must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before February 15:*

1. Obtain from the financial aid office a Meredith College financial aid application and a FAF. Have her parents complete the FAF and assist her in completing the financial aid application.
2. Return *both* forms to the financial aid office, along with a *check* made payable to the College Scholarship Service to cover its processing fee. The FAF and accompanying check will be forwarded by the College to CSS for processing.

Entering and returning students should note the above deadlines. Applications filed after those dates will be considered as funds allow.

The Award

The financial aid office evaluates each

individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants-in-aid, and student employment are used, usually in combination, to help the deserving student meet the cost of attending Meredith. Information describing procedures and priorities for selecting students to receive aid is available in the Office of Financial Aid.

Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision on or about April 1. Students accepted for admission under the Early Decision Plan will be informed of aid awards by December 1 if all required forms are received early enough. Returning students can expect notification concerning awards by early April.

Payment of Award

Scholarships awarded by the College are credited automatically to the student's college account. For federal grants, state incentive grants, and loans, vouchers are issued to the student and held in the College accounting office for the student's endorsement and crediting toward her account.

Checks for wages earned in a summer PACE job are mailed to the student periodically by the Meredith accounting office. That office also issues monthly checks during the school year to students having campus jobs. The student is responsible for applying earnings from PACE and/or campus jobs directly to her account and/or toward other educational expenses.

Renewal of Aid

Once committed to a student in a program of financial aid, Meredith College continues to help her if her need persists and she is making satisfactory progress toward graduation as defined on pages 72 and 73. The award may vary from year to year in both type and amount, depending upon funds available at the College and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial aid has certain rights and responsibilities. For any necessary revision in her current aid award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year. (Historically, a change in family circumstances has been the sole reason for any modification in aid awards.)

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial aid office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her aid application. Other responsibilities of an aid recipient include completing all forms and special applications requested by the financial aid office; reporting to the accounting office on request to endorse vouchers for various awards and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her aid award.

Another area of student responsibility relates to previous enrollment at Meredith College. In order to be eligible for most federal aid programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A financial aid transcript from previous colleges attended is necessary before the financial aid process can be completed.

Types of Aid

Competitive Scholarships

Meredith College Merit Scholarships

Each year Meredith College offers at least one four-year scholarship through the National Merit Scholarship Corporation. The recipient is selected from finalists who have specified Meredith as their college choice. The stipend will range from a minimum of $250 to a maximum of $1,500. If the analyzed need of a recipient is greater than the scholarship stipend, the College provides additional forms of aid to meet her need.

Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants, and two scholarships are available for junior college graduates having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from $250 to $1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying

for more than the minimum stipend of $250, by February 15 her parents must also submit a Meredith College financial aid application to the Office of Financial Aid and a Financial Aid Form to the College Scholarship Service.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

In order to retain a Harris scholarship for subsequent years, a recipient must complete at least 12 hours a semester and maintain a minimum quality point ratio of 3.0 (B average) on work taken at Meredith and must remain in good standing. The award to the student who meets these qualifications will automatically be renewed for the following year.

The continuing Harris Scholar with financial need must file the required student aid forms in the financial aid office.

Music Talent Scholarships

Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The amount of each Music Talent Scholarship varies from $250 to $1,500 per year according to the recipient's financial need.

To be considered for a Music Talent Scholarship, a prospective freshman must file the special Music Talent Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend of $250, by February 15 her parents must also submit a Meredith College financial aid application to the Office of Financial Aid and a Financial Aid Form to the College Scholarship Service.

Though financial need determines the amount of the scholarship stipend, the selection is based completely on musical ability, previous performance, and potential achievement in the field of music. On the basis of previous auditions in the fall or winter, finalists are chosen in late February by the Department of Music and the Performing Arts; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

A Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. Financial aid forms must be filed each year by the recipient with financial need.

Organization of American States Women's Leadership Scholarship

Beginning in 1979 Meredith College and the Inter-American Commission of Women of the Organization of American States (OAS) have cooperated to award a one-year scholarship to an outstanding young woman leader in the OAS member nations other than the United States. In 1980-81 a full scholarship of $4,900 will be awarded to the recipient of this scholarship. The qualifications, selection process, and recipient are determined by the OAS.

A foreign applicant for admission to Meredith College who wishes to be considered for this scholarship should request application forms from the Inter-American Commission of Women, 19th and Constitution Ave, N.W., Administration Building, Washington, D.C. 20006.

Other Scholarships and Grants

In addition to the competitive scholarships, Meredith has available numerous scholarships for both entering and continuing students who need financial assistance.

General Scholarships

Meredith College provides a number of general scholarships for entering and continuing students with financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the State. For a student to be eligible for such an award, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of $100 on her expense for the year.

Endowed Scholarships and Loans

Friends of Meredith College have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of aid. The loan funds are used as needed for meeting financial need.

Campus Employment

A variety of on-campus jobs provide a financial aid resource in the form of campus employment. For any aid recipient for whom

this resource is used, the estimated earnings are included in her overall aid award. The terms and conditions of the employment are provided at the time of the aid award. It is generally the sophomore year before a student is placed in a campus job.

Compensation varies with the amount of service rendered; most students work eight hours per week. Unlike the other types of aid that are automatically credited to the student's account, compensation earned through campus employment is paid directly to the student. She may apply these funds to her basic college costs or use the earnings to defray her general expenses.

Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith College offers aid through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled for at least six semester credit hours, and must be making satisfactory progress toward graduation as defined on pages 72 and 73.

Basic Educational Opportunity Grants

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. Meredith College expects all aid applicants to file application for a Basic Educational Opportunity Grant (BEOG).

No separate application is required as the Financial Aid Form (FAF) to the College Scholarship Service serves as the application when it is properly completed. To apply for a BEOG, the student must check the appropriate item on the FAF. Following an analysis of the FAF a Student Eligibility Report (SER) is sent to the student. The student is required to send the complete SER to the Meredith College Financial Aid Office regardless of her eligibility.

Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with exceptional financial need. Students do not repay these grants. Supplemental Educational Opportunity Grants (SEOG) are available up to $4,000 over a four-year period; an SEOG award will be matched with other student aid funds approved under this program.

National Direct Student Loans

Through this loan program, an undergraduate may borrow up to $5,000 over

a four-year period if financial need is demonstrated and if funds allotted the College permit. The student has an obligation to repay her loan with three per cent interest within a 10-year period after graduation or termination of study. The repayment period and the interest for these loans do not begin until nine months after the student ends her studies. Repayment may be deferred for graduate study. Repayment may also be deferred up to a total of three years while a borrower is serving in the Armed Forces, the Peace Corps, or VISTA. Information about the terms and schedules of repayment of these loans is available in the accounting office of the college.

College Work-Study Program

Many of the students assigned to campus employment described on page 38 are participating in the federal on-campus College Work-Study Program. Meredith College also participates in the off-campus summer job phase, called PACE, Plan Assuring College Education. Through this program students who qualify on the basis of finencial need can earn money for college by working in their home communities during the summer. To be considered for the program, a Meredith student must file a financial aid application with the College. If she is found eligible to participate, she will be sent a special application when her aid award is made.

Other Sources of Aid

Students should be aware of sources of financial aid other than those administered by the College. Some of the programs frequently used by Meredith students follow.

Insured (Guaranteed) Loan Program

This federal program is a plan of borrowing designed to help students from middle-income families. The federal government pays the seven per cent interest on the loan during in-school and grace periods.

In North Carolina, the Insured Loan Program is administered by College Foundation, Inc. For undergraduate study, legal North Carolina residents may borrow up to $2,500 per year. The loan may not exceed educational cost less other financial aid. Application forms may be obtained by writing College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605.

Guaranteed loans are available through various agencies to residents in other states. Information may be obtained from high school counselors or college financial aid officers.

North Carolina Legislative Tuition Grants

See pages 31 and 32 for information about these grants to North Carolina residents who

are full-time students at in-state private colleges and universities. For the North Carolina student receiving a financial aid award from the College, this grant is treated as an aid resource.

North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist full-time students with substantial financial need. They are administered through the College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. No separate application is required as the Financial Aid Form (FAF) to the College Scholarship Service (CSS) serves as the application when it is properly completed. To apply for a North Carolina Student Incentive Grant (NCSIG), the student must list N. C. Student Incentive Grant (code number 0742) on her FAF and she must also check on the FAF that she is applying for a Basic Educational Opportunity Grant (see page 39). If on the needs analysis prepared by CSS the College Foundation finds the student eligible for a NCSIG, the foundation will send the student a supplementary form to complete.

North Carolina Prospective Teachers Scholarship Loan Fund

In 1957, the North Carolina General Assembly established a Scholarship-Loan Fund for North Carolina Prospective Teachers. A limited number of awards of not more than $900 are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

Detailed information concerning this scholarship-loan program may be obtained from the high school guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina 27611.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina 27611.

Veterans Administration and Social Security Benefits

The family situation of some students may entitle them to receive benefits under one of these programs. Information may be obtained from the local agency.

Student Life

The quality of student life at Meredith College is important to its student community. There is a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of total education, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division of Student Development. Student support services include admissions, financial aid, dean of students, residence halls, residence advisers, campus ministry, developmental counseling, student activities, guidance and counseling, career services, health services, and community resources.

STUDENT ORIENTATION

An in-depth and diversified program of orientation for new students takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and mixers with area colleges. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and students from neighboring colleges and universities. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resources.

The *Student Handbook*, which is mailed to each new student prior to the new semester, is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith College incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Dr. Lisa Sergio, author, international news analyst, humanist, and international development specialist of Washington, D.C.; Margaret Kuhn, president of the Gray Panthers, an activist group for social change and justice for the elderly; Vinie Burrows in *Walk Together Children*, a dramatic presentation of the poetry, prose, songs, humor, and pain of the black experience in America; Pavel Litvinov, a leading Soviet intellectual whose grandfather was the first Soviet ambassador to the United States; Tom Jackson, author of *The Hidden Job Market*; the Right Honorable Sir Harold Wilson, former prime minister of Great Britain; and Dr. Roger Fouts, an experimental psychologist who has been actively involved in teaching language to chimpanzees. Dr. M. Mahan Siler, Jr., director of the School of Pastoral Care, North Carolina Baptist Hospitals, Inc., has been a featured speaker of the Staley Distinguished Christian Scholar Lecture Program. Touring drama, music, and dance companies such as The Academy Theatre, Yale's Society of Orpheus & Bacchus, and The Edith Stephen Dance Company also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area.

Meredith students also perform in the Raleigh area and on tours. Four groups directed by the music faculty — the Meredith Chorus, the Renaissance Singers, the Meredith Chorale, and the Meredith Ensemble — appear in concert regularly throughout the college year. The Meredith Playhouse is comprised of students with interests in dramatics. Providing opportunities to appear in plays and to acquire practical experience in play production, the Meredith Playhouse has staged a number of dramas such as Neil Simon's *Come Blow Your Horn, The Diary of Anne Frank* and *The Effect of Gamma Rays on Man-in-the-Moon Marigolds*. An annual fall musical encourages the students to combine their musical and dramatic abilities. Recent musicals include *No, No, Nanette; Gypsy;* and *Good News*.

Several on-campus social activities for students are coordinated through the efforts of the College Center Association, which works to see that Cate Center hosts interesting programs. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of Cornhuskin' and through the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but also in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

CONVOCATION

A period is reserved for convocation, worship, and assemblies each Monday, Wednesday, and Friday. Convocations for the entire Meredith community are held once each month. As an integral part of community life, convocation seeks to offer a forum of ideas, presented in and through lectures, concerts, addresses, films, and dramatic productions, to stimulate and add to the community's spiritual, intellectual, cultural, and social dialogue. Convocation is then a part of the academic program. Consequently, all students are expected to attend.

STUDENT HONORS

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior years; full members their senior years. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of Christian character, constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 72.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, and Sigma Alpha Iota for music students.

Awards that recognize academic excellence include the Agnes Cooper Memorial Award of $50 to a junior or senior music major chosen by the Department of Music; two Ida Poteat Alumnae Scholarships of $200 each to a rising senior and a rising junior on the basis of scholarship, character, and service to the College; and two Helen Price Scholarships of between $100 and $150 each from Kappa Nu Sigma to the freshman and the sophomore with the highest scholastic average in her respective class.

STUDENT RESPONSIBILITY

The faith that Meredith College places in her students as responsible, contributing members of the College community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association (SGA), which meets bimonthly on Fridays. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups — the elections, residence hall, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee, confers with SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. This publication is sent to all entering students in the summer prior to matriculation in August.

Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith College. The function of the committee is to direct attention and study to the concerns and the welfare of the students; to give consideration to spiritual, recreational, and health needs of the students; to study and review student organizations and their budgets; to devise plans for working with students and student organizations; and to review periodically all student regulations.

STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, three college publications are directed by students elected as editors. Responsible for maintaining a good system of communication and for providing opportunities for students to voice their opinions, the student newspaper, *The Twig*, with a few exceptions, is issued weekly. *The Acorn*, the campus literary journal, encourages creativity among the students and is published twice during the year. The college yearbook is entitled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. The clubs include the following: Barber Science Club, Black Voices in Unity, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, International Relations Club, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Chapter of the Student National Education Association, Young Democrats Club, and Young Republicans Club.

Eligibility Requirements

An eligibility list is prepared at the beginning of each semester which includes the names of all students who have maintained the minimum academic standard for college representation or for student activities as indicated in the *Student Handbook*. A student is considered eligible if she has at least a 2.0 quality point ratio on all work attempted at Meredith. All freshmen are eligible in their first semester. Transfer students must have a 2.0 average.

Societies

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

RELIGIOUS LIFE

Meredith College seeks to reinforce the students' development both intellectually and spiritually. Therefore, the religious life of the College is crucial to its overall program.

Several services are sponsored by the College to affirm the value it places on the religious dimensions of the students' lives. One such service is provided by a full-time college minister, "a pastor on campus," who is available for conversation or counseling pertaining to religious questions, religious vocations, or personal problems. In addition, regular worship services are integral to the college program. Meredith worship services contribute to the spirit of community, as well as campus spiritual life. The period from 10:00 to 11:00 a.m. on Wednesdays is

reserved for voluntary worship services. Another activity important to the religious life of the community is Religious Emphasis Week. During this week, religious leaders from outside the college community are invited to discuss with the students matters of spiritual significance.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA). The association seeks representatives of all faiths and denominations to serve on its council. Also comprising the council are the chairmen of various volunteer service projects. On occasion, MCA sponsors study groups, vespers, and other worship services, as well as coordinating the annual Religious Emphasis Week. The Meredith Christian Association also includes in its program social activities to which students from neighboring colleges are invited.

RECREATION

At Meredith College, there is a variety of recreational activities available for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extra-curricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a softball diamond, and riding facilities. Nearby golf courses and ranges are often used by the students. In addition, ping pong and pool tables are set up in the Cate Center. Equitation is a popular feature of the physical education program with instruction available on levels ranging from beginner to advanced. Students who wish to board horses may inquire through the business office. The Meredith Recreation Association coordinates organized intramural activities, along with other special recreational events.

INTERCOLLEGIATE SPORTS

Intercollegiate sports are an important part of Meredith College student life. Students have an opportunity to compete in five intercollegiate sports: golf, tennis, basketball, volleyball, and softball. Meredith is an active member of the Association of Intercollegiate Athletics for Women (AIAW), competing in Division III, which gives Meredith teams access to competition on the state, regional, and national levels.

RESIDENCE

Meredith students may choose to live on campus or to reside with their parents, spouse, or, with special permission, other close relatives. Married students may live on campus with permission of the dean of

students. Students beyond the traditional college age live off campus but, if resident space permits, may request to live on campus.

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. The newer residence halls are air-conditioned and completely carpeted. Each student receives from the College a limited amount of weekly laundry service.

Freshmen are usually assigned to Carroll, Stringfield, and Vann residence halls; transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the dean of students by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to the new students in the latter part of July.

Members of the junior class, elected by the student body as residence hall vice presidents, live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as vice presidents of the other residence halls. Two resident advisers are employed to live in the freshman residence halls and are available to students at all times; two other resident advisers are available to the upperclass students.

Non-Resident Student Life

The non-resident student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The fireside lounge in the Cate Center is designated for non-resident student rest, study, and relaxation. It is the center of non-resident student activity and communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar in the Cate Center or the Belk Dining Hall.

HEALTH CARE

Health care is under the general direction of the director of health services. The infirmary is served on a regular basis by a local physician and is staffed 24 hours a day by registered nurses. Daily office hours are observed by the nurses, and emergencies are cared for at any hour. The college physician has designated office hours in the infirmary when students may see him. Only minor illness and emergencies are treated in the infirmary. Major illnesses are referred to physicians off the campus or to family physicians. It is the purpose of the physician and nurses to prevent illness by means of informing the students about good health practices.

COUNSELING

Career Planning

The Office of Career Services, located in the Cate Center, offers help to the student who is undecided about her course of study or her career plans. Vocational interest tests may be taken if needed. Information is available on employment possibilities, graduate studies, part-time off-campus jobs, summer employment, interviewing tips, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. A career planning seminar, open to all students, is offered during the fall and spring semesters.

Academic Advising

The College provides guidance to students in the planning of their individual academic programs. See pages 11, 12, and 75 for further details.

Personal Counseling

Professional counselors are available to talk confidentially with any student who has a personal concern of any kind — academic, vocational, or social-emotional. In addition to the counseling service provided on campus, the counselors also have information about available off-campus resources which may be pertinent to students' needs. Students are encouraged to stop by the counseling office any time during the day, or to call and arrange an appointment. The counseling offices are located on the first floor of Cate Center.

catalog

Academics: Programs and Regulations

Meredith offers three degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 13 departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. Area distribution requirements are identical for the Bachelor of Arts and Bachelor of Science degrees. Students who major in the departments of biology, business and economics, chemistry, mathematics, or home economics may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. This option is available because during the year the College will continue to implement change in the academic program, student personnel services, and other areas of campus life.

DEGREE PROGRAMS

Requirements for All Degrees

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on: (1) all courses attempted; (2) all courses attempted at Meredith; (3) all courses attempted at Meredith in her major subject(s); and (4) all courses attempted during her senior year.

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

Meredith College is committed to the education of the whole person. Therefore basic requirements for all students are designed to encourage the full development of all of the capacities for human knowledge — sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the

demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 55.

Area distribution requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and o God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop skills in the processes of scientific reasoning and mathematics. She should know her own body and should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts, social and behavioral sciences, mathematics and the natural sciences, and health and physical education.

I. Humanities and fine arts .... 24 credit hours
  A. English composition ...... 3 credit hours
  B. Foreign language .... 6 credit hours
    (Requirement must be met in a single
  an-
    language. Students will be placed at
    appropriate levels by the department.)
  C. Literature .... 6 credit hours
    1. A 3-hour course in major British authors.
    2. A 3-hour course in English, American, or world literature; or any literature course in a foreign language.
  D. Religion .... 6 credit hours
    1. A 6-hour introduction to the Old and New Testaments or
    2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.
  E. Elective .... 3 credit hours
    Choose from the following categories:
    art, music, philosophy, speech and theatre.
II. Social and behavioral sciences ..... 12 credit hours
  Include at least three of the following categories: economics, history; cultural geography, political science, psychology, sociology and anthropology.

III. Mathematics and natural sciences 13-15 credit hours

Include at least three of the following categories: biology, chemistry, mathematics, physical geography, and physics.

IV. Health and physical education .... 4-5 credit hours

Include four activity courses, or three activity courses and a 2-hour course in health or first aid.

Note: Education methods courses may not be used to satisfy area distribution requirements.

Major requirements

As soon as is feasible, but no later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare her major to the department on a form provided there and then register her declaration on the form in the Office of the Vice President and Dean of the College. When the selection has been approved by the department concerned and by the dean, a major professor will be appointed to supervise the student's program. A student who completes all requirements for a second major may ask that this fact be recorded on her permanent record.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 76-115.

Bachelor of Arts

American civilization
art
biology
chemistry
economics
English
French
history
home economics
mathematics
music
non-Western civilizations
political studies
psychology
religion
sociology
Spanish

Bachelor of Science

biology
business administration
chemistry
home economics
mathematics

Bachelor of Music

applied music
music education

Teacher education and social work are described on pages 57-62.

Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contractual major.

Requirements for the Bachelor of Music Degree

Detailed requirements for the Bachelor of Music degree with a major in applied music or music education are given on pages 102-109.

Requirements for a Second Baccalaureate Degree

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.
2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

Minors

A student may choose to complete a minor area of concentration but she is not required to do so. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

CAREER DIRECTION

A firm grounding in the arts, sciences, and humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education and social work which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see page 51).

Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, and other

professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

Social Work Program

Meredith's program on social work is fully accredited by the Council on Social Work Education. The primary objective of the Social Work Program at Meredith College is to prepare students to enter social work or other related helping professions at the beginning professional level of competence. Since at the undergraduate level this can best be done within the framework of a broad liberal arts curriculum, the Social Work Program builds upon the area distribution requirements for graduation at Meredith as well as the requirements of a major in the academic discipline of the student's choice.

A student who wishes to complete the program should file a declaration of intent with the Department of Sociology and Social Work no later than the second semester of her sophomore year. She will be assigned a faculty adviser who will work with her in the planning of a course of study which will be consonant with the program requirements and her own career goals. Upon graduation she will be awarded a certificate and the fact will be noted on her official transcript.

Course requirements in the program, in addition to all general requirements for graduation at Meredith and all requirements in the student's major, are as follows:

A. **Basic Courses** (12 hours)
  - Principles of Sociology, Soc. 230
  - Principles of Economics, Eco. 210
  - General Psychology, Psy. 100
  - Developmental Psychology, Psy. 204

B. **Professional Courses** (37 hours)
  - Social Work as a Profession, Soc. 240
  - The Community, Soc. 337
  - American Social Welfare Institutions, Soc. 301
  - Introduction to Research, Soc. 374
  - Introduction to Research Laboratory, Soc. 375
  - Social Policy Analysis, Soc. 747
  - Human Behavior in the Social Environment, Soc. 748
  - Selected Fields of Social Work Practice, Soc. 746 (three one-hour modules required)
  - Social Work Practice I, Soc. 744
  - Social Work Practice II, Soc. 745
  - Social Work Field Experience, Soc. 794
  - Seminar in Social Work, Soc. 495

C. **Additional Specialty Course** (3 hours)
  Recommended by social work director and major advisers.

School Social Work

The Meredith Social Work Program is approved by the North Carolina State Department of Public Instruction for certification in school social work. All requirements for the social work certificate must be met. Two specified courses in education must be completed: Education Psychology (Ed. 234) and either Foundations of American Education (Ed. 335) or Philosophy of Education (Ed. 336). One-half of the 100 pre-professional volunteer experience and all of the social work field experience must be performed in a child serving agency.

Post-Baccalaureate

Students with a baccalaureate degree from another institution seeking social work certification from Meredith must meet the requirements of the accredited program in the Department of Sociology and Social Work. They must take a minimum of 30 hours of course work at Meredith, and as many as 43 semester hours may be necessary.

Teacher Education

Meredith College offers state-approved, competency based teacher education programs leading to the following Class A certificates: early childhood elementary education (K-3), intermediate elementary education (4-9; see page 61 for concentrations), secondary subjects (junior and senior high), and music and art (K-12; see pages 61-62). All programs listed herein are designated primarily to prepare students who plan to teach in the public schools of North Carolina. Students who complete this program are legally qualified for certification in other states who are parties to the Interstate Certification Compact.

Admission to Teacher Education is open to all Meredith students who meet the standards established by the Meredith College Teacher Education Committee. The following represent the procedures and considerations involved:

A. A student who plans to enter the program indicates the same to her faculty adviser normally by the end of her sophomore year and no later than one full semester prior to the semester in which she does student teaching.

B. Students who plan to teach on the secondary level should select majors in the academic fields which are taught in the junior and senior high schools.

C. After declaring her major in the Office of the Vice President and Dean of the College, the student and her adviser prepare a program leading to graduation and certification.

D. The student next files with the Department of Education an "Application for Admission to Teacher Education." This application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.

E. All applications are reviewed by the Department of Education which makes the decision concerning admission to teacher education. Admission to teacher education takes into account:
   1. Meredith College work completed;
   2. An overall grade point average of 2.00 (C) or above;
   3. The planned program leading to certification;
   4. Recommendations from the student's major adviser, a faculty member of the student's choice, and the student's freshman or sophomore adviser. (Transfer students may choose a second faculty member.)

F. Notification of admission is by letter. Appeals pertaining to this decision are to be made in writing to the Teacher Education Committee.

G. Students with a baccalaureate degree from another institution seeking certification from Meredith must meet teacher competencies through a program approved by the Department of Education. They must take a minimum of 30 hours of course work at Meredith which may include additional courses in general education and will include specific teaching areas and professional education.

The following structured programs are planned to insure competence in teaching. Most students will satisfy the competencies which are defined by the State Department of Public Instruction by folloing the prescribed program. Individual needs may be accommodated by special arrangements with the Department of Education and the major adviser.

Requirements for All Certificates

All college requirements for graduation must be met by each student seeking certification. Courses taken to meet college graduation requirements are also applicable to specific requirements in all teacher education programs.

Students completing a teacher education program must also complete a major in another discipline (see page 55).

Elementary Teacher Education Programs
(Early Childhood and Intermediate Education)

Students who expect to secure North Carolina Class A certificates to teach at the elementary level (early childhood and intermediate) must meet the requirements for minimum semester hours listed below.

Early Childhood

Language arts		9
English composition and grammar		
English literature		
American literature		
Social studies		12
History (101, 102, 214, or 224)		
Sociology 335 (Soc. 230 or 260 strongly recommended as prerequisites)		
Two fields selected from the following: anthropology, economics, history, cultural geography, political science, sociology		
Psychology		3
Developmental Psychology, Psy. 204 (prerequisite: Ed 234 or Psy. 100)		
Natural science		6
Mathematics		3
Mathematics 100		
Cultural arts		8
Art in the Elementary School, Art 744	4	
Music in the Elementary School, Music 744	4	

Health and physical education	4
Health Education in the Elementary School, HED 744	2
Physical Education in the Elementary School, PED 744	2
Education	27
Educational Psychology, Edu. 234	3
Foundations of American Education, Edu. 335 or Philosophy of Education, Edu. 336	3
Communication Skills in the Elementary School, Edu. 344	3
Perspectives in Early Childhood Education, Edu. 348	3
Literature in the Elementary School, Edu. 455	(Block) 2
Mathematics in the Elementary School, Edu. 456	(Block) 2
Science in the Elementary School, Edu. 457	(Block) 2
Social Studies in the Elementary School, Edu. 458	(Block) 2
Seminar in Education: Early Childhood, Edu. 440	(Block) 1
Student Teaching, Edu. 439	(Block) 6

Intermediate

Language arts	9
English composition and grammar	
English literature	
American literature	
Social studies	12
History (101, 102, 214, or 224)	
Sociology 335 (Soc. 230 or 260 strongly recommended as prerequisites)	
Two fields selected from the following: anthropology, economics, history, cultural geography, political science, sociology	
Psychology	3
Developmental Psychology, Psy. 204 (prerequisite: Ed. 234 or Psy. 100)	
Natural science	6
Mathematics	3
Mathematics 100	
Cultural arts	8
Art in the Elementary School, Art 744	4
Music in the Elementary School, Music 744	4
Health and physical education	4
Health Education in the Elementary School, HED 744	2
Physical Education in the Elementary School, PED 744	2
Education	27
Educational Psychology, Edu. 234	3
Foundations of American Education, Edu. 335 or Philosophy of Education, Edu. 336	3
Communication Skills in the Elementary School, Edu. 344	3
Teaching in Elementary and Middle Schools, Edu. 349	3
Literature in the Elementary School, Edu. 455	(Block) 2
Mathematics in the Elementary School, Edu. 456	(Block) 2
Science in the Elementary School, Edu. 457	(Block) 2

Social Studies in the Elementary School, Edu. 458	(Block) 2
Seminar in Education: Intermediate, Edu. 440	(Block) 1
Student Teaching, Edu. 439	(Block) 6

Concentrations

The State Department of Public Instruction has a specific guideline for prospective intermediate teachers requiring concentration of 18 hours in a subject area taught in the intermediate grades. The six concentrations available in Meredith's approved program are:

Language arts (must include "Advanced Grammar and Composition")	18
Social studies	18
Mathematics	18
Science	18
Art	18
Music	18

Secondary Subjects (7-12); Art and Music (K-12)

Students who expect to secure North Carolina Class A certificates to teach secondary subject areas must meet the minimum requirements listed below. It is recommended that students be able to teach at least two subjects at the secondary level.

Major courses, related subjects, and electives are counted towards certification, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide.

A. Secondary subjects 7-12
   1. All college requirements for graduation. Must include history and mathematics (see details on page 54).
   2. Minimum semester hours in teaching fields for grades 7-12:

Business education	36
English	36
French	30
Home economics (including certain sciences and related courses)	48
Latin	30
Mathematics	30
Science	48
Social studies (anthropology, economics, geography, history, political science, sociology)	42
Spanish	30

   3. Minimum semester hours in professional courses:

Educational Psychology, Edu. 234	3
Foundations of American Education, Edu. 335 or Philosophy of Education, Edu. 336	3
Methods Course, Ed. 764	3
Adolescent Behavior, Edu. 466	(Block) 3
The Secondary School, Edu. 467	(Block) 3
Reading Strategies with Secondary Students, Edu. 468	(Block) 1
Student Teaching, Edu. 439	(Block) 6

B. Art and music (K-12)

1. All college requirements for graduation. Must include history and mathematics (see details on page 54).
2. Minimum semester hours in teaching fields for grades K-12.

   Art 34-37 (See page 76 for art education program requirements.)

   Music 55-59 (See page 103 for music education program requirements.)

CONTINUING EDUCATION

The Continuing Education Program is designed for women 23 years of age or older who wish to resume study after an interruption in their formal education. A woman may re-enter the educational process either through degree credit or enrichment courses.

Degree Credit

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 15) or through special admission as an unclassified student (see pages 18 and 21).

An adviser is available for the initial advising of a returning student should she choose to enter Meredith through the unclassified student option. Upon admission to the degree program, she will be assigned a regular academic adviser while the Office of Continuing Education continues to meet her special needs as well as the needs of those women choosing the regular admissions procedure.

Enrichment

Courses in the enrichment curriculum carry Continuing Education Units (CEU). One CEU is equivalent to 10 contact hours. CEU's do not carry academic credit and cannot be applied to degree credit at Meredith College, but they may be used for teacher certification renewal credit and are recognized by some agencies, institutions, and businesses for certification and advancement purposes. The courses are open to Meredith College students on the same basis that they are offered to the community at large. A variety of enrichment courses are offered in both daytime and evening hours. Personal development seminars are offered in response to the needs of women as they cope with change in modern society. A brochure is available each semester from the Office of Continuing Education.

Legal Assistants Program

Meredith offers a three month summer program for the woman who already holds a baccalaureate degree in any major to prepare her for a career as a legal assistant (paralegal). This intensive program consists of a basic

curriculum plus specialization in either civil litigation, real estate, or wills, truss and estates. Research skills, writing practice, and field trips are included. Upon successful completion of the course, the student will be awarded a certificate. Employment opportunities are available in lawyers' offices, government agencies, corporations, banks, and insurance companies. Application for accreditation by the American Bar Association is in process.

INDIVIDUALIZED OPTIONS

Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 75.)

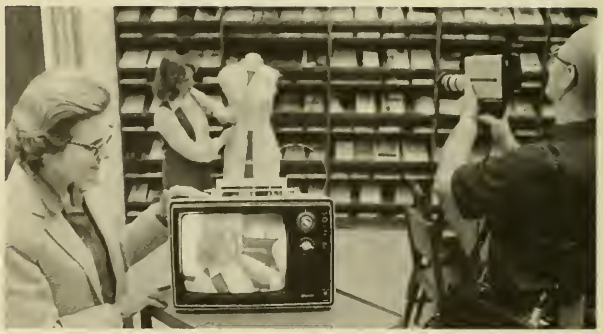
Cooperative Education

Cooperative education is an arrangement whereby Meredith cooperates with an outside business or agency to help a student directly explore a career as an integral part of her educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences. Participants receive pay and academic credit for the work experiences which are coordinated and supervised by the Office of Cooperative Education.

Cooperating Raleigh Colleges

Meredith, Peace, St. Augustine, and St. Mary's Colleges, North Carolina State University, and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are utilized for general enrichment, to strengthen particular majors, to enhance career training, and in certain situations to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain the approval of her adviser, the chairman of the appropriate department, and the dean of the college. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student



may take each year is three and each course may carry up to four semester hours' credit.

Meredith Abroad

Students at Meredith have available to them several options for study in foreign countries. Foremost among these options is the college-wide Meredith Abroad Program. Each summer the College offers a course of study in a selected foreign country (currently, Great Britain) whereby a student may earn 12 semester hours of credit at the same cost as a semester on campus. Regular members of the College faculty form the core of the teaching staff with occasional utilization of foreign teachers. Other options are available as follows: departmentally-sponsored programs, summer study at Oxford University in cooperation with the University of North Carolina, individual participation in programs at other institutions, and individual travel as described in the special studies options on page 75.

Those students who wish to enroll in the full semester program that is conducted by Meredith should consult the coordinator of international studies. Other programs are arranged within departments. All programs are publicized on campus.

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University semester on the United Nations or on British politics and history at a London university should apply in the Department of History.

American University

Through an arrangement with American University of Washington, D. C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the

Washington Semester at American University should apply in the Department of History.

Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the chairman of the department involved, and the dean of the college.

Visitation Credit

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student. She may apply on a form available in the Office of the Vice President and Dean of the College.

SUMMER STUDY

Meredith conducts a summer session consisting of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the dean of the college. She secures written approval of her adviser, the appropriate chairman, and the dean for specific courses. She must then have a transcript sent to Meredith.

ACADEMIC PLANNING AND ADVISING

Academic Advisers

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, *the student is finally*

responsible for her own program. Special advisers are appointed to assist in pre-professional planning.

Course Load

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

The Freshman and Sophomore Years

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. The only specific courses required in the freshman year are English composition, foreign language and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the area distribution requirements (pages 54 and 55) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without the departmental chairman's permission.

Whenever a student is ready to declare her major she should discuss the matter with the chairman of the department concerned and make proper arrangements.

The Junior and Senior Years

Once she has declared a major the student should consult regularly with her major adviser. Since the student is finally responsible for fulfilling graduation requirements she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at pre-registration for the senior year. If there are problems which she and her adviser cannot solve she should consult the registrar and, in rare cases, the dean of the college.

Graduation

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1;

graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program.

Graduate Record Examination

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Services or at other established testing centers. Detailed information is available from academic advisers or in the Office of Career Services.

Schedule Changes

During the first five class days of each semester a student may change her course schedule without penalty or record. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. No drops are permitted after the final meeting of the class. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially she will be treated as if she were still in the course and her grade recorded accordingly.

Repetition of Courses

A student may repeat a course in order to improve the grade. The student should register for the course the next time it is offered. If repeated at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

Class Attendance

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and

fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

CREDIT REGULATIONS

Advanced Placement Credit

Advanced placement and credit are available in several departments. Entering students see page 20. Students in residence should apply directly to the department concerned or to the dean of the college.

Auditing Courses

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith Education 439, Observation and Directed Teaching and, if required for her program, the following methods courses: Ed. 455, 456, 457, 458, Art 734, Music 720, 721, 722, and any methods courses numbered 764.

A senior transfer student from a regionally-accredited institution must complete at least 30 hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must attend Meredith for at least two years.

Students who have a bachelor degree from

another institution and wish to receive professional certification at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in the department in which she is a major. A student transferring with senior classification will be expected to take at Meredith at least nine hours in the department in which she is a major.

Transfer Credit

When the candidate comes from a college belonging to the Southern Association of Colleges and Schools or an association of related rank she will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a non-accredited college will be given provisional credit which must be validated by success in work undertaken at Meredith or by examinations. In order to validate provisional credit other than by examination, she must complete a minimum of 24 semester hours with a C average during her first two semesters at Meredith. If one fails to reach this standard she will have her provisional credits reduced in number by the deficiency in hours or quality points.

The maximum credit accepted from two-year colleges is 66 semester hours.

Credits from Technical Institutes and Business Colleges

For a student transferring to Meredith from a technical institute or business college, each course from that institution is evaluated individually. The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

Old Credit

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate departmental chairman.

Restricted Credit for Juniors and Seniors

Juniors may take as many as four semester courses numbered in the 100's. Seniors may take as many as two semester courses numbered in the 100's.

Credit in Music

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See page 107 for list of ensemble courses.)

Credit in Physical Education

Of the 124 hours required for graduation, no more than eight may be physical education activity courses.

GRADING SYSTEM

Each course receives one official semester grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student or to another person designated by the student. Additional requests for reports will be processed as transcript requests.

Transcript requests must be made in writing by the student to the Office of the Registrar. The $1.00 fee for each transcript is required in advance. No student's grades will be released while she has an outstanding bill on campus.

Standard Grading

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

A	Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
B	Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
C	Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
D	Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
P	Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
F	Failure which may not be made up by re-examination.
I	The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
Z	An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included

when computing the current quality point average.

WF	The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted.
WP	The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. *Withdrawal from class* with a WP mark is allowed throughout the regular class schedule. Students who wish to exercise this option must do so before the final meeting of the class. No withdrawals will be allowed after the examination schedule has begun.
W	The student withdrew from college for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.

Pass-Fail Policies

Some courses are taught only for pass-fail grading. A student may register for these courses during a given semester in addition to the following pass-fail options.

Pass-Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading a seminar in her major field and two courses outside her major field. Only one such course may be elected during a single semester. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics and natural sciences, health and physical education, and all courses taken in summer school or in institutions other than Meredith.

B. Physical education activity courses taken as a degree requirement are graded pass-fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass-fail in addition to other pass-fail options.

General Regulations

1. Course content and requirements will be the same for P-F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
2. In computation of grade-point averages an F on a P-F course will be computed as hours attempted; a P will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the P-F option for a course, she will designate the course that she so elects. No changes in such options will be allowed after the first five days of the semester in which schedule changes are normally allowed.
4. A student who changes her major to a department in which she has already taken P-F work may credit only one P-F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
5. Responsibility for compliance with all rules governing the P-F system rests with the student, and appeals for exception to these will not be heard.

Quality Point Ratio

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. No more hours for a course are ever calculated in the quality point ratio than the number of hours credit carried by the course.

ACADEMIC RECOGNITION

Classification

Students are to be classified on the following basis:

Classification	Semester Hours Credit
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh Colleges courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. A student must have been in residence at Meredith long enough to have earned a minimum of 57 semester hours in courses at Meredith and interinstitutional courses at other Cooperating Raleigh Colleges.

B. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
   1. Meredith credits — all courses taken at Meredith.
   2. Total credits — all courses taken at any institution, including Meredith.

C. Students whose average is at least 3.2 quality points per semester hour are graduated **cum laude**; those whose average is at least 3.6 quality points per semester hour are graduated **magna cum laude**; those whose average is at least 3.9 quality points per semester hour are graduated **summa cum laude**.

RETENTION

To continue their enrollment at the College, all students are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio, with probationary status possible only for non-consecutive semesters, or being approved by a retention committee to continue enrollment.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:

Total Credit Hours Earned	*Meredith QPR*
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

Should she fail to achieve this minimum she is placed on academic probation for the following semester. If in that semester she again fails to reach the minimum, her case will be reviewed by an academic retention committee composed usually of the dean of the college, the dean of students, the student's adviser, and two other professors who have taught her. This committee will decide whether the best interest of the student and the College requires suspension or retention. A student's adviser may refer her to an academic retention committee if her progress seems unsatisfactory even though she has met the minimal levels outlined above.

A student suspended for academic reasons may re-apply for admission after an absence of one semester. See pages 24 and 25 for a description of application procedures and the procedure used by the College in considering the request for re-admission.

OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.

Courses Of Study

- Lower level courses are numbered in the 100's and 200's; upper level courses 300's and 400's; educational method courses in academic disciplines, 700's; special courses, 900's.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The college does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

SPECIAL STUDIES

Special studies courses are available in all departments in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individualized course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the chairman of the department in which credit is given.
3. Each course must have the approval of the dean of the College.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered and enrollment is through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. One to four semester hours credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect them in addition to her P-F options.

INTERDISCIPLINARY STUDIES

Several departments intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

WOMEN'S STUDIES

Various departments intermittently offer courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, etc. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making through the Office of Continuing Education.

CAREER STUDIES

CPS 101 CAREER PLANNING SEMINAR

Designed to aid students in exploring career fields and employment trends, in assessing personal interests, abilities, and strengths; and to develop decision-making skills for relating this information to career plans. The seminar may include speakers and films. Open to all students. Offered for pass-fail grading only. *Credit, one hour.*

COE 302 COOPERATIVE EDUCATION: EMPLOYMENT

Full-time employment related to student career goals for a summer or a semester. Prerequisites: CPS 101, 60 semester hours of college credit. Employment must be arranged or approved by the director of cooperative education and faculty adviser. Pass-fail grading only. *Credit, four hours.*

COE 403 COOPERATIVE EDUCATION: EMPLOYMENT

Full-time employment for a summer or a semester. Prerequisite: COE 302. Pass/fail grading only. *Credit, four hours.*

ART

Associate Professor White, *Chairman;* Assistant Professor Maron; Instructors Brown, Givvines, Greenberg, Reuer, Short; Visiting Lecturer Greene.

The department offers a major in art.

The student who studies art at Meredith learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through courses in art history. Wherever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students. Upon completion of the basic requirements listed below, the student may complete her 34 hour requirement for the major by electing courses which concentrate upon one or several of the areas offered in the art curriculum. Provision is made for those students who wish teacher certification in art as well as those who wish elementary certification. Through the Special Studies Program, a student may pursue certain projects of a career-oriented nature. Students planning to enter graduate school are urged to consult early with the chairman of the art department in order to gain maximum preparation from the undergraduate program at Meredith.

Requirements for a Major

Thirty-four hours in art as follows: Art History 120, 322, and three hours elective; Basic Studio 101, 102, and 103; six hours of upper level studio courses in two areas; Senior Exhibition, one hour; art electives, nine hours.

Art Education Program

Art courses	34-37
Basic Drawing and Composition 101	3
Basic Design and Color 102	3
Basic Three-Dimensional Design 103	3
History	
Introduction to Western Art 120	3
Modern Art 322	3
One three-hour elective	3
Painting 302	3
Printmaking 303	3
Ceramics 203 or Sculpture 204	3
Senior Exhibition 492	1
Art electives	6-9
Professional courses	17-21
Educational Psychology 234	3
Reading (Education 344 or 468)	1-3
Methods in the Teaching of Art, 734	3
Observation and Directed Teaching 439	6
Additional education courses determined by the student and her adviser	3-6
Total hours	51-58

Art History

120 INTRODUCTION TO ART HISTORY

A one semester lecture course designed to introduce students to great works of visual art of past and present civilizations, to be considered in historical sequence. Emphasis is placed on art of the Western world. As an aid to students in their full appreciation of art, attention is given to techniques and aesthetic principles. Required of art majors. *Credit, three hours.*

220 INTRODUCTION TO NON-WESTERN ART

A survey of the visual art forms produced by societies other than those within the Western tradition. Fall semester only. *Credit, three hours.*

320 ANCIENT AND MEDIEVAL ART

A comprehensive survey of art from pre-historic times through the earlier Christian periods. The civilizations of ancient Egypt, Mesopotamia, Greece, and Rome, and the earlier Christian civilization through the Romanesque and Gothic periods will be focal points for discussion. Prerequisite: Art 120 or permission. *Credit, three hours.*

321 RENAISSANCE AND BAROQUE ART

A comprehensive survey of architecture, sculpture, and painting from the early 14th through 18th centuries. Special emphasis will be given to the Italian Renaissance and the art of northern Europe. Prerequisite: Art 120 or permission. *Credit, three hours.*

322 MODERN ART

A comprehensive survey of architecture, sculpture, and painting from the mid-18th century to the present day. Special emphasis will be given to the study of major movements in modern painting, including Classicism, Romanticism, Impressionism, Expressionism, Cubism. Contemporary art will be viewed through lectures and current exhibitions. Required of art majors. Prerequisite: Art 120 or permission. *Credit, three hours.*

Studio

101 BASIC DRAWING AND COMPOSITION

A study of drawing fundamentals and relationships within the pictorial composition. Work in this course is primarily in black and white. Required of art majors. Six studio hours a week. *Credit, three hours.*

102 BASIC DESIGN AND COLOR

Detailed analysis of the elements and principles of design with emphasis on problems involving color. Work in this course will be primarily two-dimensional. Required of art majors. Six studio hours a week. *Credit, three hours.*

103 BASIC THREE-DIMENSIONAL DESIGN

Detailed analysis of the elements and principles of design as used in three-dimensional form. Required of art majors. Six studio hours a week. *Credit, three hours.*

201 BEGINNING STUDIO FOR NON-MAJORS

A course in the fundamentals of art for students other than art majors. Consideration of the elements and principles of design and their application in problems involving various art media. Six studio hours a week. *Credit, three hours.*

202 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting and composition; darkroom techniques for making photograms, contact prints, enlargements and manipulated prints; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Six studio hours a week. *Credit, three hours.*

The following studio courses offer instruction at several levels in the same section and may be taken on multiple occasions:

203 CERAMICS

Six studio hours a week. *Credit, three hours.*

204 SCULPTURE

Prerequisite: Art 103 or permission. Six studio hours a week. *Credit, three hours.*

301 DRAWING

Prerequisite: Art 101 or permission. Six studio hours a week. *Credit, three hours.*

302 PAINTING

Prerequisites: Art 101 and Art 102 or permission. Six studio hours a week. *Credit, three hours.*

303 PRINTMAKING

Prerequisites: Art 101 and Art 102 or permission. Six studio hours a week. Fall emphasis: Intaglio and relief processes. Spring emphasis: Lithographic and stencil processes. *Credit, three hours.*

304 PHOTOGRAPHY

Prerequisite: Art 202 or permission. Six studio hours a week. *Credit, three hours.*

Commercial Art

305 GRAPHIC DESIGN

This course recognizes the application of the elements and principles of visual art in the workaday world. Emphasis on creative solutions to design problems relating to commerce, industry, and the larger environment. Opportunity for tailor-made projects through which the student may further her career objectives. Prerequisite: Art 101, 102, and 103. Six studio hours a week. *Credit, three hours.*

306 INTERIOR DESIGN

See Home Economics 306, page 98. *Credit, three hours.*

447 ADVANCED INTERIOR DESIGN

See Home Economics 447, page 98. *Credit three hours.*

Art Education

744 ART IN THE ELEMENTARY SCHOOL

Designed to provide an understanding of the role of art in society, in the school curriculum and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods and techniques of evaluation are encountered through student presentations. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is discussed. May not be counted toward general education requirements. *Credit, four hours.*

734 METHODS IN THE TEACHING OF ART (for art majors)

A study of the development of art education in American schools and the relationship between creative behavior and child growth and development. Methods for fostering creative growth through the visual arts are developed through research and practicum situations. Organization and management of art programs at all levels are studied in detail. Prerequisite: 12 hours in art. One lecture and four studio hours per week. May not be counted toward a major or toward general education requirements. Fall semester only. *Credit, three hours.*

Seminar and Senior Exhibition

491 SEMINAR

A study and review group meeting with the faculty to consider crucial issues in the field of art. Open to all students who have had at least six hours in art history. *Credit, two hours.*

492 SENIOR EXHIBITION

Preparation and presentation of the exhibition required of senior art majors. All art majors should register for this course in the last semester of their senior year. *Credit, one hour.*

BIOLOGY

Professor Bunn, *Chairman;* Assistant Professors Eads, Miller and Reid.

The department offers a major in biology (B.A. or B.S.).

The Department of Biology meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular emphasis which relates the field to the physical sciences, home economics and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

A Bachelor of Science or Bachelor of Arts degree in biology provides training for both academic and industrial research as well as for teaching. A biology major provides excellent background for health-related fields. The program provides all needed prerequisites for post-graduate studies in the various areas of medical technology, medicine, dentistry, veterinary medicine, public health administration, physical therapy, opthalmology and graduate studies in all areas of the biological sciences.

Requirements for a Major

BACHELOR OF ARTS

Thirty semester hours in biology, including 101, 102, 211, 222, 331, 334, 321 or 436. Other requirements include Chemistry 111, 112, and 221, and mathematics through at least one semester of calculus (Mathematics 211); SCI 764 does not count toward a major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

BACHELOR OF SCIENCE

Thirty-six semester hours in biology, including 101, 102, 211, 222, 323, 331, 334, and 321 or 436 plus one approved biology elective. Two hours of biology seminar or special studies in addition to the courses listed above. Thirty-three hours of related subjects as listed in the B.A. requirements above plus Physics 221 and 222, one additional course in chemistry, and one additional advanced course in mathematics (245 or 212 recommended).

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include: biology at the cellular and subcellular levels, vertebrate physiology and anatomy with an emphasis on man, and biology of the flowering plants. Corequisite: Biology 141. Three lectures a week. *Credit, three hours.*

141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the principles considered in Biology 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Corequisite: Biology 101. Meets two hours a week. *Credit, one hour.*

102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Corequisite: Biology 142. Three lectures a week. *Credit, three hours.*

142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in Biology 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics, and an ecology field trip. Corequisite: Biology 102. Meets two hours a week. *Credit, one hour.*

211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: Biology 101, 102. Three lectures a week. *Credit, three hours.*

241 ADVANCED PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in Biology 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: Biology 211. Three laboratory or field trip hours a week. *Credit, one hour.*

222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studied as to life history, morphology, physiology, ecology and economic importance. Prerequisite: Biology 101, 102. Two lectures a week. *Credit, two hours.*

242 INVERTEBRATE ZOOLOGY LABORATORY

Laboratory studies include specific reference to classification, structure, function, ecology and phylogeny of the major invertebrate phyla. Field trips are a possibility and would involve the study and collection of animals in their natural habitat. Corequisite: Invertebrate Zoology 222. Six laboratory hours per week. *Credit, two hours.*

234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Alternates with 422. Prerequisite: Biology 101. Three lectures a week. *Credit, three hours.*

244 PRINCIPLES OF ECOLOGY LABORATORY

Laboratory studies of ecosystems to supplement lecture material presented in Biology 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: Biology 234. Three laboratory or field trip hours a week. *Credit, one hour.*

321 COMPARATIVE VERTEBRATE ANATOMY

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Alternates with 323. Prerequisite: Biology 101, 102; Biology 222 recommended. Two lectures a week. *Credit, two hours.*

345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY

Study of the evolutionary history of the vertebrates and their relationship to the protochordates with emphasis being placed on the phylogenetic interrelationship of the organ-systems of various representative vertebrate groups. Corequisite: Comparative Vertebrate Anatomy 321. Six laboratory hours a week. *Credit, two hours.*

323 VERTEBTATE PHYSIOLOGY

A comprehensive study of the principal process involved in specialized cells, tissues and organ-systems including digestion, nutrition, blood and circulation, respiration, muscle and nerve coordination and integration. Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Alternates with 321. Prerequisites: Biology 101, 102; Chemistry 111, 112. Three lectures a week. *Credit, three hours.*

343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in digestion, blood analysis and circulation, respiration, excretion, and neuromuscular preparations. Especially adapted for students preparing to study medicine, nursing, dentistry, or to become medical technologists. Corequisite: Vertebrate Physiology 323. Three laboratory hours a week. *Credit, one hour.*

331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: Biology 111, 112. Recommended, Mathematics 110 or equivalent. Corequisite for biology majors: Genetics Lab (Bio. 341). Three lectures per week. *Credit, three hours.*

341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, Bio. 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: Mathematics 110 or equivalent. Corequisite: Genetics, Bio. 331. Three hours laboratory per week. *Credit, one hour.*

334 MICROBIOLOGY

A general study of bacteria and viruses with emphasis on the application of the principles of bacteriology to clinical, industrial, and food science areas. Recommended for home economics majors. Prerequisites: Biology 101, 102 and Chemistry 111, 112 or their equivalents. Three lectures a week. *Credit, three hours.*

344 MICROBIOLOGY LABORATORY

Laboratory includes culture and staining techniques as well as sterile techniques. Students isolate, characterize and identify an organism from the environment, e.g. food, milk, soil, plants or animals. Three laboratory hours per week. *Credit, one hour.*

422 VERTEBRATE EMBRYOLOGY

Fundamental principles of embryological development and origination of adult organ-systems with special emphasis on fertilization, cleavage, germ layer formation and organo-genesis of the vertebrates. Alternates with 234. Prerequisites: Biology 101, 102. Two lectures a week. *Credit, two hours.*

442 VERTEBRATE EMBRYOLOGY LABORATORY

Study of maturation, fertilization, formation of germ layers, origin of the principal vertebrate organs in representative forms as frog, chick, and pig. Outside readings may be required to show comparative stages in other vertebrates. Six laboratory hours per week. *Credit, two hours.*

436 BIOCHEMISTRY

A study of the chemistry of biological systems with emphasis on metabolism. Prerequisite: Chemistry through 221, and Biology 101. Also offered as Chemistry 436. *Credit, three hours.*

446 BIOCHEMISTRY LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles in Biochemistry (Bio. 436), e.g. gas, thin layer, paper, column chromatography; polarimetry; as well as standard chemical tests. Corequisite: Bio. or Che. 436. Three laboratory hours per week. *Credit, one hour.*

499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only. *Credit, one hour.*

SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. *Credit, three hours.*

Under a plan of interinstitutional cooperation, there are available at North Carolina State University additional courses in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Similarly, at St. Augustine's College courses in radiochemistry and radiobiology are available for biology majors.

Students who wish advanced study or research in biology should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

BUSINESS AND ECONOMICS

Professor Frazier, *Chairman;* Assistant Professors Johnson, Simmons, and Whaley; Instructors Behrmann, Huggard, Oliver, Sasnett, Skvarla, and Wessels.

The department offers a B.S. degree in business administration with concentrations in management, office administration, and economics, and a B.A. degree in economics.

Requirements for B.S. Degree in Business Administration

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentrations.

The core consists of the following courses: Economics 210, 211; Business 330, 331, 346, 366, 490; and Mathematics 245 (or equivalent).

The management concentration provides a student the opportunity to strengthen her leadership and decision-making qualities and to qualify for initial positions at an appropriate level of management or as a management trainee. The student who chooses this concentration must take Business 432 and 499 and 18 additional hours chosen from: Business 384, 433, 446, 454, 494; Economics 364, 455; and approved business or economic courses.

The office administration concentration enables a student to qualify for a teaching certificate in business or to enter business as an administrative secretary or assistant in areas where office skills, procedures and systems are desirable. The student who chooses this concentration must take at least 24 hours above the core including Business 220 (or equivalent), 221, 320, 321, 344, 384, 422, and approved electives in business and economics.

The economics concentration affords a student the opportunity to develop her interest in economic theory and its application and to prepare for a position in a specialized business, financial institution, or governmental agency or for admission to graduate school. A student who chooses this concentration must take Economics 499 and 21 additional hours chosen from Economics 324, 364, 374, 434, 435, 455, 456, Business 494, and approved advanced economics courses.

A student who seeks a North Carolina teacher's certificate must meet requirements specified in the approved teacher education program. The student qualifying for the comprehensive business certificate will normally select the office administration concentration, and the student who wishes the basic business certificatewill select the management concentration.

Students in the office administration concentration must present evidence of having completed 40 hours of approved work experience. All other students are encouraged to acquire work experience related to their interests and concentrations.

Requirements for B.A. Degree in Economics

Twenty-four hours in economics, including 210 and 211. Majors are urged to take Mathematics 211.

Accounting

330 ACCOUNTING PRINCIPLES

Study of basic accounting principles, accounting cycle; and preparation and interpretation of financial statements. *Credit, three hours.*

331 ACCOUNTING PRINCIPLES

Application of accounting principles to partnerships and corporations, income tax, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: Business 330. *Credit, three hours.*

432 MANAGERIAL ACCOUNTING

Analysis of financial data for managerial decision-making; interpretation of accounting data for planning and controlling business activities. Prerequisites: Business 330 and 331. *Credit, three hours.*

433 COST ACCOUNTING

The analysis of cost factors and their relationships with production, emphasizing cost procedures and information systems; internal control budgeting. Prerequisite: Business 432. *Credit, three hours.*

Business Administration

110 FUNDAMENTALS OF BUSINESS

Introduction to business, including objectives, functions, principles, and services of business; the place of business in society; trends in business. *Credit, three hours.*

366 PRINCIPLES OF MARKETING

Principles and methods associated with the movement of goods and services from the producer to the consumer; marketing functions and institutions. *Credit, three hours.*

384 BUSINESS COMMUNICATION AND REPORTS

Analysis and composition of adjustment, credit, collection, employment, sales, and goodwill letters; preparation and presentation of oral and written business reports. Prerequisite: Business 220 or special permission from the instructor. *Credit, three hours.*

454 BUSINESS LAW

Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society. *Credit, three hours.*

490 CORPORATION FINANCE

Financial analysis, working capital management, cost of capital, profitability and risk, short- and intermediate-term financing, long-term financing; external growth; problems in financing. Prerequisite: Business 331. *Credit, three hours.*

494 DECISION ANALYSIS

An examination and application of data-gathering, analysis methods, and decision-making techniques with emphasis on primary and secondary data sources; series; parametric statistical analysis; decisions under risk and uncertainty; cost-benefit analysis; and simulation models. Prerequisites: Mathematics 245 and Business 346. *Credit, three hours.*

Management

346 PRINCIPLES OF MANAGEMENT

Introduction to management with emphasis on objectives, principles, and managerial decision-making; analysis of basic functions of planning, organizing, motivating, and controlling; personnel policies. *Credit, three hours.*

446 PERSONNEL MANAGEMENT

The principles, practices, and underlying theories of personnel management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: Business 346. *Credit, three hours.*

499 BUSINESS POLICY

In-depth study of managerial policy formulation, strategies, and problems, including the influence of economic, social, and governmental factors. Prerequisite: Classification as senior major in business administration (or economics). Required for management and economics concentrations. *Credit, three hours.*

Office Administration

220, 221 TYPEWRITING

Development of typewriting skills; application of skill and knowledge to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for Business 221: Business 220 or a test demonstrating acceptable speed, control, and production levels. *Credit, six hours.*

320, 321 ELEMENTARY SHORTHAND

Principles of Gregg Shorthand; development of skill to take dictation at 80 words a minute on new material and produce acceptable transcripts. Prerequisite or corequisite: Business 220 and 221. Prerequisite for Business 321: Business 320 or equivalent. *Credit, six hours.*

344 OFFICE PROCEDURES AND MANAGEMENT

Selection and effective use of office equipment and supplies; development of working knowledge of transcribing machines, duplicating machines, and calculators; filing and records management. Prerequisite: Business 221 or equivalent. *Credit, three hours.*

422 ADVANCED SHORTHAND

Review of shorthand theory; further development of dictation and transcription skills; special attention to mailable transcripts and production competency. Prerequisite: Business 221, Business 321 or equivalent. *Credit, three hours.*

Miscellaneous

764 THE TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of the philosophy and the objectives of business education and the importance of planning and evaluating. May not be counted toward a major. *Credit, three hours.*

934 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Planned conferences and programs for integrating experience with theory from courses taken in major. Limited to senior majors (advanced juniors by special permission). *Credit, three hours.*

Economics

210 PRINCIPLES OF ECONOMICS

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit, three hours.*

211 PRINCIPLES OF ECONOMICS

A continuation of Economics 210, with microeconomic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Prerequisite: Economics 210. *Credit, three hours.*

324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisite: Economics 210. *Credit, three hours.*

364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis upon labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisite: Economics 210. *Credit, three hours.*

374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protection for the consumer; consumer credit institutions; insurance; investments; and management of personal and family finances. *Credit, three hours.*

434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of the multinational corporations and common markets. Prerequisite: Economics 210 and 211. *Credit, three hours.*

435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, communism, and their variants; and an evaluation of those systems as means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economics of the United States, U.S.S.R., Great Britain, India, and the Common Market countries. Prerequisite: Economics 210. *Credit, three hours.*

449 BUSINESS POLICY

For description, see Business 499. *Credit, three hours.*

455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisite: Economics 210 and 211. *Credit, three hours.*

456 PUBLIC FINANCE

Principles of taxation and the budgetary expenditure process; the role of government in allocation of resources, stabilization of the economy and income redistribution; debt management. Prerequisite: Economics 210. *Credit, three hours.*

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

CHEMISTRY AND PHYSICAL SCIENCE

Associate Professor Shiflett, *Chairman;* Professor Bunn; Assistant Professors Birkin, Neeley, and Miller.

The department offers a major in chemistry (B.A. or B.S.).

The chemistry department seeks to prepare students for a variety of goals in life. A major in chemistry provides a student with a well-rounded education, as well as preparing her specifically for graduate or professional school, a career in industrial chemistry or teaching.

Examples of graduate and professional opportunities are medical, dental, and veterinary schools; medical technology programs; graduate schools in chemistry, biochemistry, textile chemistry, wood and paper chemistry; and a great number of health-related fields. A student should obtain additional information from the department concerning exact course requirements for specific schools.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: Chemistry 111, 112, 221, 222, or 351. Chemistry 352 is also recommended for many programs.

Requirements for a Major

BACHELOR OF ARTS

Thirty-two semester hours in chemistry, including 111, 112, 221, 222, 351, 352, 499; Physics 221, 222; Mathematics 211, 212.

BACHELOR OF SCIENCE

Thirty-eight semester hours in chemistry, including 111, 112, 221, 222, 351, 352, 474, 485, 499; one additional course in physical chemistry; at least one hour credit in original laboratory research; 24 hours in related subjects, including Physics 221, 222; Biology 101; Mathematics 211, 212, 354, 220 (another advanced level course in mathematics may be substituted for 354 with approval of the chemistry and mathematics departments). German 100, 101 is recommended to fulfill the foreign language requirement.

Geography 204 carries credit toward the area requirement in the natural sciences. Geography 205, 236, and 368 may be used for credit toward the area requirement in the social sciences.

Chemistry

111 GENERAL CHEMISTRY

Fundamental concepts of chemistry, emphasizing theoretical and physical chemical principles. Three class hours a week. Corequisite: Chemistry 141. *Credit, three hours.*

141 GENERAL CHEMISTRY LABORATORY

Introduction to experimental physical principles and qualitative analysis. Three laboratory hours a week. Corequisite: Chemistry 111. *Credit, one hour.*

112 GENERAL CHEMISTRY

A continuation of fundamental concepts, including more advanced theoretical and descriptive chemistry. Three class hours a week. Prerequisite: Chemistry 111, 141. Corequisite: Chemistry 142. *Credit, three hours.*

142 GENERAL CHEMISTRY LABORATORY

Introduction to quantitative analysis with primary emphasis on volumetric techniques. Three laboratory hours a week. Corequisite: Chemistry 112. *Credit, one hour.*

221 ORGANIC CHEMISTRY

Fundamental principles, reactions, and mechanisms of organic chemistry. Three class hours per week. Prerequisite: Chemistry 112, 142. Corequisite: Chemistry 241. *Credit, three hours.*

241 ORGANIC CHEMISTRY LABORATORY

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours a week. Corequisite: Chemistry 221. *Credit, one hour.*

222 ORGANIC CHEMISTRY

A continuation of Chemistry 221, emphasizing mechanisms, reactions, and physical methods of organic chemistry. Three class hours a week. Prerequisite: Chemistry 221, 241. Corequisite: Chemistry 242. *Credit, three hours.*

242 ORGANIC CHEMISTRY LABORATORY

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds, using chemical tests and instrumental analysis. Three laboratory hours a week. Corequisite: Chemistry 222. *Credit, one hour.*

351 QUANTITATIVE ANALYSIS

A study of volumetric and gravimetric methods of analysis. Prerequisite: Chemistry 111, 112. Two class hours and six laboratory hours a week. *Credit, four hours.*

352 INSTRUMENTAL ANALYSIS

A study of the theory and practice of instrumental methods of analysis. Prerequisite: Chemistry 221. Two class hours and six laboratory hours a week. *Credit, four hours.*

436 BIOCHEMISTRY

See Biology 436, page 80. *Credit, three hours.*

444 INORGANIC CHEMISTRY LABORATORY

Advanced techniques of inorganic preparations. Three laboratory hours a week. Prerequisite or corequisite: Chemistry 474. *Credit, one hour.*

446 BIOCHEMISTRY LABORATORY

See Biology 446, page 80. *Credit, one hour.*

474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry. Three class hours a week. Prerequisite: Chemistry 112, 142. *Credit, three hours.*

485 PHYSICAL CHEMISTRY

Prerequisite: Chemistry 111, 112; Physics 221, 222; Mathematics 211, 212. *Credit, four hours.*

499 SEMINAR

May be taken for credit more than one semester. Offered for pass-fail grading only. *Credit, one to three hours.*

Physics

204 PRINCIPLES OF PHYSICS

A non-mathematical treatment of the fundamental principles of physics, with emphasis on their relevant applications. *Credit, three hours.*

221 GENERAL PHYSICS I

Mechanics, heat, and wave-motion. Three class hours and one three-hour laboratory period a week. *Credit, four hours.*

222 GENERAL PHYSICS II

Electricity and magnetism, light, and modern physics. Three class hours and one three-hour laboratory period a week. *Credit, four hours.*

Geography

204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of man's physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Offered both semesters. Three class hours and one three-hour laboratory period a week. *Credit, four hours.*

205 WORLD REGIONAL GEOGRAPHY

A systematic survey of the major world regions with regard to culture, natural resources, economics, and political ties, and their future position in world trade. Prerequisite: Geography 204 or special permission of the departments concerned. *Credit, three hours.*

236 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever growing problem of preservation for future generations. *Credit, three hours.*

368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours.*

SCI 764 THE TEACHING OF SCIENCE

See page 87. May not be counted toward a major. *Credit, three hours.*

Additional courses in chemistry and physics are available through the Cooperating Raleigh Colleges.

A student interested in a joint degree program in chemical engineering with North Carolina State University should contact an adviser within the chemistry department during her freshman year.

Students who wish advanced study and research in chemistry and physics should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

EDUCATION

Associate Professor Murray, *Chairman;* Associate Professor Browde; Assistant Professor Allred.

Teacher Education

A student may choose teacher certification as a second area of concentration. A major subject in the liberal arts must be selected from the list on page 55. Programs are available for certification as a teacher on the secondary level (grades 7-12); on the intermediate level (grades 4-9); in early childhood (kindergarten - grade 3); and art or music (kindergarten - grade 12). See pages 58-62 for details of major subject selection and teacher education procedures.

Education Courses

Educational Psychology (Education 234), is recommended as the first course in the professional sequence.

234 EDUCATIONAL PSYCHOLOGY

A study of the psychological principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. *Credit, three hours.*

335 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural foundations perspective including an understanding of the American education goal, appreciating the backgrounds leading to the development of this goal, and becoming familiar with the relevant research and literature. Consideration is given to educational organization, finance, administration, and curricula, as well as current issues facing American schools. *Credit, three hours.*

336 PHILOSOPHY OF EDUCATION

A study of the philosophical issues which bear upon education. A comparative treatment of the conflicting beliefs about reality, knowledge, and value is made in terms of idealism, realism, scholasticism, experimentalism, and existentialism. Linguistic analysis in education is also examined. *Credit, three hours.*

344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOLS

A study of the interrelated processes of listening, speaking, reading, and writing with particular emphasis upon the major aspects of reading instruction. Included in the course is an intensive study of the major word attack skills. The relationship of phonology to orthography is explored, and strategies for teaching interrelated phonics and structural analysis skills are developed.

The particular needs of the early childhood and intermediate teacher will be considered. *Credit, three hours.*

348 PERSPECTIVES IN EARLY CHILDHOOD EDUCATION

A review of the historical, philosophical, and psychological foundations of early childhood education. Emphasis will also be given to the development of concepts in young children. *Credit, three hours.*

349 TEACHING IN ELEMENTARY AND MIDDLE SCHOOLS

A study of the structure and function of elementary and middle schools with emphasis on the role of the teacher. Consideration is given to curriculum organization, planning and evaluation, the use of instructional materials and resources, teacher-parent relationships, records and reports. Fall semester only. *Credit, three hours.*

439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience in a school setting. All student teaching is on the block. Student teachers take advanced courses in education for the first eight weeks of the semester; during the last eight weeks, student teachers are in the school classroom for the entire day. Weekly seminars are arranged. Fee, $50. Block course. Pass-fail only. *Credit, six hours.*

Student Teaching Requirements

The following requirements must be met before a student is permitted to register for student teaching.

A. An overall grade point average of 2.00 or above to have been achieved by the end of the term prior to student teaching.

B. Observation and participation in the public schools and/or with children and youth in other situations.

C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness.

D. Current enrollment in or satisfactory completion of all required methods courses.

E. The required physical exam for public school teachers.

F. Filing of an application for student teaching placement with the Department of Education.

440 SEMINAR IN EDUCATION
(Early Childhood and Intermediate)

A study of the current issues having a direct influence upon educational practice and research. This is taken concurrently with Education 439 and is offered in separate sections for those certifying in early childhood and intermediate elementary education. Block course. Pass-fail grading only. *Credit, one hour.*

455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of mathematics in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of science in the elementary school with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources and strategies which facilitate the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

466 ADOLESCENT BEHAVIOR

A concentration upon the characteristics, needs, and problems of adolescents, with consideration of the psychological basis of adolescent behavior, including measurement procedures and research results. Understanding and guiding adolescents in the classroom is intended by this course. Block course. *Credit, three hours.*

467 THE SECONDARY SCHOOL

The historical development and a consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum, methods of planning and teaching, qualifications of the high school teacher, student guidance, records, and reports. Block course. *Credit, three hours.*

468 READING STRATEGIES WITH SECONDARY SCHOOL STUDENTS

A series of experiences designed for the classroom teacher in the secondary school with emphasis upon assisting students having difficulties in reading, developing techniques for enabling students to improve their reading skills, and utilizing methods which encourage students to read. Block course. Pass-fail grading only. *Credit, one hour.*

Methods Courses

Methods courses are offered for those enrolling in elementary (early childhood and intermediate) education. Three semester hours of methods in the field in which one is planning to teach are expected for a secondary certificate; six semester hours may be taken by those who intend to be certified in two fields. In these courses students are introduced to aims, objectives, materials, and techniques of the teaching fields and levels of the approved teacher education programs.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

734 Methods in the Teaching of Art. *Credit, three hours.*

744 Art in the Elementary School. *Credit, four hours.*

764 The Teaching of Science. *Credit, three hours.*

764 The Teaching of Business. *Credit, three hours.*

764 The Teaching of English. *Credit, three hours.*

764 The Teaching of Foreign Language. *Credit, three hours.*

744 Health Education in the Elementary School. *Credit, two hours.*

744 Physical Education in the Elementary School. *Credit, two hours.*

764 The Teaching of Social Studies. *Credit, three hours.*

764 Methods of Teaching Home Economics. *Credit, three hours.*

764 Methods of Teaching Secondary Mathematics. *Credit, three hours.*

720 Materials and Methods for Teaching Music in Grades K-3. *Credit, two hours.*

721 Materials and Methods for Teaching Music in Grades 4-6. *Credit, two hours.*

722 Materials and Methods for Teaching Music in Grades 7-12. *Credit, two hours.*

744 Music in the Elementary School. *Credit, four hours.*

ENGLISH

Professor Rose, *Chairman;* Professor Knight; Assistant Professors Gilbert, Humble, Samson and Taylor; Instructors English, Jones, and Small.

The department offers a major in English.

Certain clearly defined aims have determined both the individual course offerings and emphases and the program for majors in the Department of English. In brief, these may be defined as appreciation of human values; skills in expression, both oral and written, including increased ability to think logically and independently, as well as to express those thoughts clearly and effectively; and aesthetic appreciation and enjoyment of great literature which preserves our cultural heritage. It is the hope of the department that courses in both language and literature, committed to such ends, will foster in the student a continuing interest in self-cultivation in these powers of thought, expression, and appreciation.

The study of English as a major may prepare a student for graduate study in this or related fields or for careers in such areas as the following: teaching and school administration; journalism and editorial work; personnel work and counseling; positions in business and research, libraries, museums, churches; free-lance media writing. A major in English is also highly recommended as pre-professional training for both law and medicine.

Requirements for a Major

Thirty hours in English, including 111, 201, 374 or equivalent, and a seminar. Twelve hours must be selected from 351, 352, 355, 356, 357, 498, and at least six additional hours from courses numbered above the 200's.

No credit in English is given for 764. English 202 is strongly recommended for the English major.

Prerequisites

English 111 is a prerequisite for all other courses in English; English 201 is a prerequisite for all other literature courses in the department.

111 PRINCIPLES OF WRITING

Offered both semesters. *Credit, three hours.*

201 MAJOR BRITISH WRITERS

Offered both semesters. *Credit, three hours.*

202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to English 201. *Credit, three hours.*

206 MAJOR AMERICAN WRITERS

Offered both semesters. *Credit, three hours.*

[208 WORLD MASTERPIECES IN TRANSLATION]

Credit, three hours.

235 CREATIVE WRITING

Credit, three hours.

351 OLD ENGLISH

Credit, three hours.

352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Prerequisite: English 351. *Credit, three hours.*

355,356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. *Credit, three or six hours.*

357 MILTON SEMINAR

Poetry and selected prose. *Credit, three hours.*

358 ADVANCED GRAMMAR AND COMPOSITION

Introduction to linguistics; a study of traditional and transformational grammars; the writing of expository papers. *Credit, three hours.*

359 AMERICAN LITERATURE SEMINAR

Selected topics for study. Prerequisite: English 206 or equivalent. *Credit, three hours.*

[364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY]

A study of some of the principal 20th century English and American poets and their works. *Credit, three hours.*

365 ENGLISH POETRY OF THE ROMANTIC PERIOD

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. *Credit, three hours.*

368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. *Credit, three hours.*

370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY

A study of selected works (novels, short stories, and drama) by 12th century English and American authors. *Credit, three hours.*

374 TECHNIQUES OF LITERARY RESEARCH

A directed individual study, including a survey of library resources and research techniques and culminating in a short research paper. Open only to English majors. *Credit, one hour.*

498 SENIOR SEMINAR

Representative epics, dramas, and novels of Continental literature studied in relation to English literature. Open only to majors in English. *Credit, three hours.*

764 THE TEACHING OF ENGLISH

See page 87. Block course. May not be counted toward a major. *Credit, three hours.*

Students who wish advanced study and research in literature should consult with the departmental chairman and arrange for it through the special studies options listed on page 75. Students may elect courses through the Cooperating Raleigh Colleges.

FOREIGN LANGUAGES

Associate Professor Kurtz, *Chairman;* Associate Professor Ledford; Assistant Professors Holt and Seabrook; Instructors Finlator, Short, and Winz.

The Department of Foreign Languages offers a major and a minor in French and Spanish, two years of Latin with some advanced work for those who need it, and two years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization and literature.

Requirements for a Major

Twenty-four hours in foreign languages above 101, 102, including 364 and 365. Majors in French and Spanish must include 305 and 306. Majors in Spanish must also include 366 and 367. Foreign language majors are urged to include a second foreign language as a related field. In order to comply with certification requirements, students who plan to teach French or Spanish must take the courses numbered 305 and 306 in the language to be taught. All students planning to teach a foreign language must take 764 which may not be counted toward a major. Advanced courses in literature are open to non-majors. In these courses, some accommodation is made for non-majors in the use of the language.

Advanced Placement

A placement test will be given in August, December, and May. Entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 level.

For example, an entering student who places at the 300 level would receive six hours credit. A continuing student who completes 101, 102 and who places at the 300 level would receive six hours credit. A student who completes 201 and who places at the 300 level would receive three hours credit.

To receive advanced placement credit, the students must complete one three-hour course at the appropriate level with a grade of C or better.

French

101 ELEMENTARY FRENCH READING AND CONVERSATION I

Conversation Sections

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for French 102 or 201. A two-hour lab will be required where necessary. *Credit, three hours.*

Reading Sections

Introduction to the French language through analysis. Grammar, readings of appropriate difficulty, and some emphasis on pronunciation. Open to students who have had French in high school but who cannot qualify for French 102 or French 201. *Credit, three hours.*

101 ELEMENTARY FRENCH READING AND CONVERSATION II

Conversation Sections

A review and continuation of French 101. English will be used in the classroom for orientation purposes only. A two-hour lab will be required where necessary. *Credit, three hours.*

Reading Sections

A review and continuation of French 101. Increasing emphasis in reading. Prerequisite: French 101 or equivalent. *Credit, three hours.*

201 INTERMEDIATE FRENCH READING AND CONVERSATION I

A review and continuation of French 101 and 102. Introduction of the more difficult aspects of modern spoken French. English will be used in the classroom for orientation purposes only. Prerequisite: French 102 or equivalent. *Credit, three hours.*

Reading Sections

A review of French grammar. Readings from a variety of subject areas. Designed to prepare the student to read well-written French of average difficulty. Not recommended for students who plan to major or for students who wish to elect advanced literature courses. Prerequisite: French 102 or equivalent. *Credit, three hours.*

202 INTERMEDIATE FRENCH READING AND CONVERSATION II

Conversation Sections

A continuation of French 201. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Prerequisite: French 201 or equivalent. *Credit, three hours.*

Reading Sections

A continuation of French 201. Prerequisite: French 201 or equivalent. *Credit, three hours.*

304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. *Credit, three hours.*

305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in French. Prerequisite: French 202 or equivalent. *Credit, three hours.*

306 ADVANCED GRAMMAR, COMPOSITION AND CONVERSATION

Required of majors in French. Prerequisite: French 202 or equivalent. *Credit, three hours.*

364 FRENCH LITERATURE TO 1789

Selected reading in French literature from the beginnings to the French revolution with some emphasis on culture and civilization. Prerequisite: French 202 or equivalent. *Credit, three hours.*

365 FRENCH LITERATURE FROM 1789 TO THE PRESENT

Selected readings in French literature from the French revolution to the present. Prerequisite: French 202 or equivalent. *Credit, three hours.*

[366 FRENCH ROMANTICISM]

Credit, three hours.

[367 FRENCH REALISM AND SYMBOLISM]

A study of Realism and Symbolism as reflected in various genres. Emphasis on Flaubert and Baudelaire. *Credit, three hours.*

368 MODERN FRENCH LITERATURE

A general study of the main literary movements of the 20th century. *Credit, three hours.*

[369 CONTEMPORARY FRENCH LITERATURE]

From 1945 to the present. Emphasis on Camus, Sartre, and Robbe-Grillet. *Credit, three hours.*

394 SEMINAR IN SEVENTEENTH CENTURY

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. *Credit, three hours.*

395 SEMINAR IN EIGHTEENTH CENTURY

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships. *Credit, three hours.*

764 THE TEACHING OF A FOREIGN LANGUAGE

See page 87. May not be counted toward a major. *Credit, three hours.*

German

101 ELEMENTARY GERMAN I

Introduction to the German language through analysis. Grammar, graded readings and some oral emphasis. Open to students who cannot qualify for German 102. *Credit, three hours.*

102 ELEMENTARY GERMAN II

A review and continuation of German 101.

Prerequisite: German 101 or equivalent. *Credit, three hours.*

202, 203 INTERMEDIATE GERMAN

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; some practice in use of the spoken language. Prerequisite: German 102 or equivalent. *Credit, three hours.*

Latin

101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar. *Credit, three hours.*

102 ELEMENTARY LATIN II

A review and continuation of Latin 101. Increased emphasis on reading. *Credit, three hours.*

201, 202 INTERMEDIATE LATIN

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Virgil. *Credit, six hours.*

364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: Latin 201, 202 or advanced placement. *Credit, six hours.*

366, 367 ADVANCED LATIN READING

Authors studied to be selected by instructor—after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: Latin 364, 365 or instructor's permission. *Credit, six hours.*

Spanish

101 ELEMENTARY SPANISH READING AND CONVERSATION I

Conversation Sections

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for Spanish 102 or 201. A two-hour lab will be required where necessary. *Credit, three hours.*

Reading Sections

Introduction to the Spanish language through analysis. Grammar, readings of appropriate difficulty, and some emphasis on pronunciation. Open to students who have had Spanish in high school but who cannot qualify for Spanish 102 or Spanish 201. *Credit, three hours.*

102 ELEMENTARY SPANISH READING AND CONVERSATION II

Conversation Sections

A review and continuation of Spanish 101. English will be used in the classroom for orientation purposes only. A two-hour lab will be required where necessary. *Credit, three hours.*

Reading Sections

A review and continuation of Spanish 101. Increasing emphasis in reading. Prerequisite: Spanish 101 or equivalent. *Credit, three hours.*

201 INTERMEDIATE SPANISH READING AND CONVERSATION

Conversation Sections

A review and continuation of Spanish 101 and Spanish 102. Introduction of the more difficult aspects of modern spoken Spanish. English will be used in the classroom for orientation purposes only. Prerequisite: Spanish 102 or equivalent. *Credit, three hours.*

Reading Sections

A review of Spanish grammar. Readings from a variety of subject areas. Designed to prepare the student to read well-written Spanish of average difficulty. Not recommended for students who plan to major or for students who wish to elect advanced literature courses. Prerequisite: Spanish 102 or equivalent. *Credit, three hours.*

202 INTERMEDIATE SPANISH READING AND CONVERSATION II

Conversation Sections

A continuation of Spanish 201. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Prerequisite: Spanish 201 or equivalent. *Credit, three hours.*

Reading Sections

A continuation of Spanish 201. Prerequisite: Spanish 201 or equivalent. *Credit, three hours.*

304 SPANISH CIVILIZATION

A survey of the historical development of Spain as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. Taught alternately with Spanish 494. *Credit, three hours.*

305 ADVANCED COMPOSITION AND CONVERSATION

Required of majors in Spanish. Sophomores admitted by permission only. *Credit, three hours.*

306 PHONETICS AND CONVERSATION

Required of majors in Spanish. Sophomores admitted by permission only. *Credit, three hours.*

364 SPANISH LITERATURE TO 1800

Credit, three hours.

365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with Spanish 366, 367. Prerequisite: Spanish 201, 202 or advanced placement. *Credit, six hours.*

366, 367 SPANISH-AMERICAN LITERATURE AND CIVILIZATION

A study of representative works of Spanish-American literature, particularly as they reflect the history and civilization of the nations concerned. Alternates with Spanish 364, 365. *Credit, six hours.*

368 MODERN SPANISH DRAMA

Open to seniors and to others by special permission. Alternates with Spanish 369. *Credit, three hours.*

369 MODERN SPANISH NOVEL

The modern Spanish novel, beginning with Fernan Caballero. Open to seniors and to others by special permission. Alternates with Spanish 368. *Credit, three hours.*

494 SEMINAR IN CERVANTES AND THE GOLDEN AGE OF SPAIN

Open to juniors by special permission. *Credit, three hours.*

764 THE TEACHING OF A FOREIGN LANGUAGE

See page 87. May not be counted toward a major. *Credit, three hours.*

Students who wish advanced study in foreign languages should consult with the departmental chairman and arrange for it through the special studies options listed on page 75. Students may elect courses at other Cooperating Raleigh Colleges.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Associate Professor Massey, *Chairman* and Athletic Director; Assistant Professor Allen; Instructors Chamblee, Huber, Whelan, Pritchard, and Smith; Huggins, Director of Equitation.

Through the study of health and physical education the student gains a greater knowledge and appreciation of her physical self. The Department of Health, Physical Education, and Recreation offers a wide variety of activities with special emphasis on individual sports, aquatics, conditioning, and dance. For the highly skilled there are opportunities to participate in the intercollegiate program or to become involved in the Performing Dance Group, the Aqua Angels or the Hoof Print Club.

Theory: Health

100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge and understanding pertaining to personal and community health. Special emphasis on developing positive health attitudes and practices. *Credit, two hours.*

110 FIRST AID

A course designed to prepare students with the knowledge and skills to meet most situations when emergency first aid care is necessary. *Credit, two hours.*

744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of the elementary school-age children and to provide them with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements. *Credit, two hours.*

Theory: Physical Education

744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the physical education needs and interests of the elementary school-age children and to provide them with information, ideas, and experiences pertinent to principles, planning, teaching, and evaluating physical education at the elementary school level. Does not meet general education requirement. *Credit, two hours.*

Activity: Physical Education and Recreation

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect physical education for one semester hour credit each semester up to a maximum of eight credit hours.

A student may repeat a course at the same level only with special permission granted by the departmental chairman and upon recommendation from her previous instructor.

Gym shorts and shirts are required for class and may be purchased from the Meredith Supply Store.

All activity courses carry *one credit hour* per semester. Pass-fail grading only. (See page 71 for exception.)

Aquatics

110 Swimming I - for non-swimmers.

210 Swimming II - must be able to swim in deep water.

311 Advanced Life Saving - for strong swimmers to qualify for Red Cross Advanced Life Saving Certificate.

312 Water Safety Instructor - Prerequisite: current Red Cross Advanced Life Saving Certificate.

113 Synchronized Swimming I - fundamentals including stunts, stroke variations and choreography; must be a strong swimmer and know basic strokes.

313 Synchronized Swimming II - Performing group; advanced skills with emphasis on show production. Prerequisite: P. E. 113 or equivalent plus audition.

Conditioning

120 Conditioning - includes jogging and activities for muscle tone, weight and figure control.

*Equitation**

The equitation program offers instruction in balance seat—a combination of hunt seat and dressage. It helps to develop control of the horse and a firm riding seat. Skill for lifetime recreation is the aim of the instruction at all levels.

Advanced riders may arrange with the director of equitation to utilize Meredith facilities for their individualized needs. Boarding facilities are available for a fee (see page 31). Before being permitted to ride, a student must sign the release form available in the business office.

130 Equitation I (Beginner)

230 Equitation II - Prerequisite: P.E. 130 or equivalent.

330 Equitation III - Prerequisite: P.E. 230 or equivalent.

Individual Sports

140 Archery

141 Badminton I (Beginner)

241 Badminton II - Prerequisite: P.E. 141.

142 Bowling I* - (taught at Western Lanes).

242 Bowling II* - Prerequisite: P.E. 142 or equivalent.

143 Golf I*

243 Golf II* - Prerequisite: P.E. 143 or equivalent.

144 Gymnastics I - must be able to do forward roll and support body weight on hands.

244 Gymnastics II - Prerequisite: P.E. 144 or consent of instructor.

344 Gymnastics III - Prerequisite: P.E. 244.

146 Tennis I (Beginner)

246 Tennis II - Prerequisite: P.E. 146 or equivalent.

346 Tennis III - Prerequisite: P.E. 246 or equivalent.

147 Snow Skiing* - taught between semesters (French Swiss Ski College, Boone, North Carolina).

Rhythmic Activities

151 Ballet I

251 Ballet II - Prerequisite P.E. 151 or equivalent.

152 Folk and Square Dance

153 Modern Dance I - Technique.

154 Modern Jazz

155 Modern Dance I - Improvisation-Composition. Prerequisite: P.E. 153 or equivalent

253 Modern Dance II - Technique. Prerequisite: P.E. 153 or equivalent

255 Modern Dance II - Improvisation-Composition. Prerequisite: PE 155 or equivalent

353 Modern Dance - Performing Group. By audition.

356 Ballet-Modern Dance III - Prerequisite: Ballet 251 or Modern Dance 253 or equivalent.

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*Special Fee

Team Sports

161 Basketball

163 Softball

164 Volleyball

Varsity Sports

(Intercollegiate competition)

A physical examination immediately preceding sports season is required.

470 Golf

471 Basketball

474 Tennis

475 Volleyball

477 Softball

Students who wish special, individual, or group study in health, physical education, or recreation should consult with the department chairman and arrange for it through the special studies options listed on page 75.

Students may elect courses through the Cooperating Raleigh Colleges.

HISTORY AND POLITICAL SCIENCE

Professor F. Grubbs, *Chairman;* Professor Burris; Associate Professors Gates and Parramore; Assistant Professors C. Grubbs and Stewart.

The department offers a major in history, American civilization, non-Western civilizations, and political studies.

The Department of History and Political Science seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and political science. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

Special Career Directions

History and political science majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and political science. The department has special career tracks and internships in vocational areas.

Advanced Placement

The department offers advanced placement in American History 214, 215; Western Civilization 101, 102; Introduction to Non-Western History 224; Political Science 100.

Requirements for a Major in History

A major in history consists of 27 hours, chosen from at least two fields (American, European, Asian), including one course numbered 100, one course numbered 200, 334, and the seminar in history. Major professor, Mr. Grubbs.

Requirements for a Major in American Civilization

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and a seminar in history, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Mr. Grubbs.

Requirements for a Major in Non-Western Civilizations

A major in non-Western civilizations consists of 36 hours with a minimum of 18 hours in history, including 325, 334, and a seminar in history; also nine hours selected from History 101, 102, and non-Western courses; and a minimum of 15 hours in related fields such as anthropology, political science, economics, geography, religion, fine arts. Students planning to teach should also elect six additional hours in American history. Major professor, Mrs. Gates.

Requirements for a Major in Political Studies

A major in political studies is a multi-disciplinary major with a political science core. Requirements include 36 credit hours with 18-21 hours in political science, including individual research and a seminar in scope and methods, and 15-18 hours in related fields such as sociology, economics, religion, philosophy, psychology, and history. The choice of courses in related fields must be approved by the director of the political studies program. Major professor, Mr. Stewart.

History

101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman and Judaeo-Christian traditions. The Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750. *Credit, three hours.*

102 MODERN WESTERN CIVILIZATION

The rise of nationalism, romanticism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world. *Credit, three hours.*

214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction. *Credit, three hours.*

215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state. *Credit, three hours.*

224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa. *Credit, three hours.*

231 AN INTRODUCTION TO MUSEOLOGY

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

233 RESEARCH IN LOCAL AND FAMILY RECORDS

Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

303 LAW AND GOVERNMENT IN ENGLAND

The evolution of law and government in England from Ango-Saxon times, with emphasis on political institutions and constitutional issues. *Credit, three hours.*

304 ANCIENT HISTORY

A study of the cultural and historical characteristics of the earliest civilizations, with spececial emphasis on the Greek and Roman contributions to subsequent civilizations. *Credit, three hours.*

306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. *Credit, three hours.*

307 ISSUES IN MODERN EUROPEAN HISTORY

A study of Western Europe since 1815 with emphasis on facism, social democracy, world wars, radicalization of the young, quest for a United States of Europe, relations with the superpowers. *Credit, three hours.*

313 NINETEENTH CENTURY AMERICA

A study of the federal period and the social, political, military, and industrial developments in the 19th century. Southern contributions will be emphasized. *Credit, three hours.*

314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial make-up, and Revolutionary period. *Credit, three hours.*

318 AMERICAN FOREIGN RELATIONS IN THE TWENTIETH CENTURY

The development of American foreign policy, its history, problems, and future course as related to Europe, Asia, and South America. *Credit, three hours.*

320 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history. *Credit, three hours.*

324 ASIA IN THE TWENTIETH CENTURY

Designed to explore myths and realities of 20th century nationalism in Asia. Democracy, regional development, traditional values, human rights, population, energy, and world problems will be emphasized. Primarily a study of India, Pakistan, Bangladesh, China, and Japan. *Credit, three hours.*

325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts and history with a view to gaining insights into dynamic changes tttaking place in countries with long continuous histories and rich cultural heritages. *Credit, three hours.*

334 METHODS OF HISTORICAL RESEARCH

Investigation of uses of manuscripts, public documents, and other types of primary source materials with Meredith library and other libraries in the area. Directed analysis and organization of materials to produce a major paper. Usually, majors only. *Credit, three hours.*

499 SENIOR SEMINAR

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only. *Credit, three hours.*

SST 764 THE TEACHING OF SOCIAL STUDIES

Required for secondary teacher certification. May not count towards a major. *Credit, three hours.*

Political Science

PSC 948 CAPITAL CITY SEMESTER

The Capital City Semester, an intercollegiate program of intensive seminar and research experience in North Carolina government and politics, will be offered in the spring semester, generally in even-numbered years. Participants will meet downtown on Tuesdays and Thursdays for seminar sessions with speakers who are involved in state government-related activities. Special resssearch projects, field trips, and individual observation projects are also part of this program. Six hours of seminar credit and three hours of research credit are typically granted for participation in this program, although it is possible to take the seminar without the research component.

PSC 100 AMERICAN POLITICAL SYSTEM

An introduction to each level of American government; local, state, and national, with emphasis on the policy-making process. *Credit, three hours.*

PSC 204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, China, and at least one developing nation. *Credit, three hours.*

PSC 300 POLITICAL PARTIES AND PRESSURE GROUPS

A study of the organization and practices of American parties and pressure groups. Included will be the study of campaigns and elections, lobbying and other pressure group processes, and an evaluation of pressure groups as mediating agencies for individual participation and for social change in the United States. *Credit, three hours.*

PSC 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation. The course includes consideration of the role of the Supreme Court as a judicial and political force in American government, and consideration of the uses of law as an agent for social change. Emphasis will be on the interpretation of civil liberties and civil rights guarantees. *Credit, three hours.*

PSC 302 STATE AND LOCAL POLITICS IN THE UNITED STATES

Processes and policies related to state and local government and politics. Included will be the study of federalism, intergovernmental relations, state powers, urban politics and problems, and processes and influences in state politics. This course will not be offered in those years when the Capital City Semester program is offered. *Credit, three hours.*

PSC 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the director of the political studies program. *Credit, three hours.*

PSC 350 SELECTED TOPICS IN POLITICAL STUDIES

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. May be taken on multiple occasions. *Credit, one to four hours.*

INTRODUCTION TO RESEARCH

See Sociology 374 for description (p. 115).

PSC 400 SEMINAR OR READINGS IN SCOPE AND METHODS OF POLITICAL SCIENCE

An exploration into (a) the scope of political science study in historical and contemporary times, (b) social science methodology, and (c) career development in relation to political science. Pass-fail grading only. This course is required of all political studies majors. *Credit, one hour.*

Courses are available through the Cooperating Raleigh Colleges in African, Far Eastern, French, German, and Middle Eastern history, and in advanced topics in political science.

Students who wish advanced study or research in history or political science should consult the departmental chairman and arrange for it through the special studies options listed on page 75.

HOME ECONOMICS

Associate Professor Stuber, *Chairman*; Assistant Professor Goode; Instructors Cook, Friedrich, Grenfell, and Peterson.

The department offers a multi-faceted major for students earning either a Bachelor of Arts or a Bachelor of Science degree. A versatile program in home economics provides a broad liberal arts education, preparation for a profession and service to community, enriched home and family living, and personal fulfillment.

The curriculum includes five areas of study: clothing and textiles, family relationships, foods and nutrition, home management, and interior design.

Requirements for a Major

BACHELOR OF ARTS

Thirty-two hours in home economics with at least one course in each of the five home economics areas, including 335, 374, 427, 455 and 499.

BACHELOR OF SCIENCE

Thirty-two hours in home economics with at least one course in each of the five home economics areas, including 335, 374, 418, 427, 455 and 499.

Twenty-two semester hours in related subjects, including Chemistry 111 and 112; Biology 101 and 102; and six semester hours selected from courses in mathematics, physics, chemistry, or biology (microbiology, organic chemistry, and genetics recommended).

Clothing and Textiles

115 BEGINNING CLOTHING CONSTRUCTION

The practical application of basic construction techniques including principles of selection and experience in handling different types of fabrics and garments. Two lectures and four hours of laboratory. *Credit, three hours.*

214 FASHION FUNDAMENTALS

Emphasis on the dynamics of fashion and the operations involved in the production and merchandising of apparel. Consideration of career opportunities within the fashion industry. Offered fall semester only. *Credit, three hours.*

216 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analyze custom and fusible methods of tailoring. Prerequisite: Home Economics 115. One lecture and five hours of laboratory. Offered fall semester only. *Credit, three hours.*

317 FLAT PATTERN DESIGN

Fundamental principles of pattern modification and development by the flat pattern method. Interrelated factors in fitting and flat pattern design. Prerequisite: Home Economics 115. One lecture and five hours of laboratory. Offered alternate spring semesters. *Credit, three hours.*

318 DRAPING

Application of principles involved in designing apparel using draping techniques. Prerequisite: Home Economics 115. One lecture and five hours of laboratory. Offered alternate spring semesters. *Credit, three hours.*

418 TEXTILES

Consideration of textiles from raw materials through manufacturing and finishing of fabrics from the viewpoint of the consumer. Offered spring semester only. *Credit, three hours.*

Family Relationships

204 DEVELOPMENTAL PSYCHOLOGY

See Psychology 204 for description. *Credit, three hours.*

234 THE PRESCHOOL CHILD

A study of the behavior and development of pre-school children. Observation of and participation in the care and guidance of a group of pre-school children at the Raleigh Pre-School. Two lectures and three hours of laboratory. *Credit, three hours.*

335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. *Credit, three hours.*

Foods and Nutrition

124 INTRODUCTORY FOODS AND COOKERY

Food selection and preparation. Two lectures and four hours of laboratory. *Credit, three hours.*

222 FOOD CONSERVATION

Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Offered fall semester only. Prerequisite: Home Economics 124. *Credit, one hour.*

223 EXPERIMENTAL FOODS

Food preparation from an experimental standpoint. Prerequisite: Home Economics 124. Offered spring semester only. *Credit, one hour.*

224 CREATIVE FOODS

A study of food and food customs of selected cultures. Experience with foods for special occasions. Prerequisite: Home Economics 124. *Credit, one hour.*

326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: Home Economics 124. Two lectures and two hours of laboratory. *Credit, two hours.*

327 INSTITUTIONAL FOOD MANAGEMENT

Management in quantity food production by standard methods of food preparation, merchandising, food cost control, equipment care and sanitation, food-service personnel management. Includes work experience. Offered alternate fall semesters. Prerequisite: Home Economics 124. *Credit, two hours.*

427 NUTRITION

Elementary principles of nutrition with practical application in planning diets for normal families. Offered spring semester only. *Credit, three hours.*

428 ADVANCED NUTRITION AND DIETETICS

A study of food nutrients, through digestion, absorption, cellular metabolism, and the relationship with disease and nutritional therapy. Offered alternate fall semesters. Prerequisites: Chemistry 111, 112; Biology 101, 102; Home Economics 427. *Credit, two hours.*

Home Management

345 HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment. Offered fall semester only. *Credit, three hours.*

355 HOME MANAGEMENT THEORY

Use of human and material resources to promote individual and family development. Emphasis on management of resources including time, energy, money, and materials. Offered spring semester only. *Credit, two hours.*

374 CONSUMER ECONOMICS

See Economics 374. *Credit, three hours.*

455 HOME MANAGEMENT – RESIDENCE

Residence in Ellen Brewer House. Suggested prerequisites: Home Economics 326, 355. *Credit, three hours.*

Interior Design

245 HOUSING

Study of the psychological, physiological and social aspects of environment within and outside the dwelling. Study of needs of aged and handicapped. Study of floor plans, residential construction, legal and financial aspects, and site selection and landscaping. Government policies influencing housing: zoning codes. Offered fall semester only. *Credit, three hours.*

306 INTERIOR DESIGN

A course to explore the basic principles and skills of interior design. Included will be application of color dynamics, basic principles of design planning: a summary of significant architectural and interior design statements, and a consumer's guide to buying interior furnishings and accessories. Students will design a simple residence. Studio problems in interior design. Six hours a week. Also offered as Art 306. *Credit, three hours.*

446 HOME FURNISHINGS MATERIALS

An in-depth study of textiles in home furnishings, wood furniture, and crafts and budget decorating. Opportunity to develop skill in designing window treatments, reupholstering simple furniture, refinishing wood furniture and designing quality crafts for the home. *Credit, three hours.*

447 ADVANCED INTERIOR DESIGN

In-depth study of history of furniture. The execution of creative solutions for commercial, residential and institutional interior design problems. In-depth study of interior and exterior lighting solutions. Introduction to interior design profession. Development of portfolio. Prerequisite: Home Economics 306; Art 102. Offered spring semester only. Also offered as Art 447. *Credit, three hours.*

Seminar

499 SENIOR SEMINAR

History, philosophy, and current trends in home economics. Offered fall semester only. Pass-fail grading only. *Credit, one hour.*

Education

764 METHODS OF TEACHING HOME ECONOMICS

Practical experience in lesson planning using a variety of techniques including demonstrations, games, visual aids, feltboards, bulletin boards and displays. Recommended for all majors. Required for secondary education majors. May not be counted toward a major. *Credit, three hours.*

765 OCCUPATIONAL HOME ECONOMICS

Analysis of entry level employment, job opportunities and associated skill requirements related to secondary home economics education. Includes field experience. *Credit, two hours.*

Students who wish advanced study in home economics should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

MATHEMATICS

Associate Professor Wheeler, *Chairman;* Associate Professor Preston; Assistant Professor Kraines; Instructors Bouknight, Eagles, and Taylor.

The department offers a major in mathematics (B.A. or B.S).

Requirements for a Major

BACHELOR OF ARTS

The Bachelor of Arts in mathematics gives a good background in mathematics and allows electives in a wide range of academic interests. Teacher certification at all levels can be obtained with this degree.

Twenty-four hours in mathematics above the 100 level, including 211, 212, 220, 313, and 321. Mathematics 499 is recommended. The department *requires* the major to include at least six hours in the area of the natural sciences. Chemistry 111, 112, or Physics 221, 222 are recommended.

BACHELOR OF SCIENCE

The Bachelor of Science in mathematics requires greater depth in the mathematics discipline and in areas closely related to the mathematics field. This is important for graduate study in mathematics and related fields.

Thirty-three hours in mathematics above the 100 level, including 211, 212, 220, 313, 321, 410, 411 and either 499, independent study, or directed individual study. The department *requires* the major to include Chemistry 111; Physics 221, 222; five courses chosen from the areas of natural science, accounting, economics (not offered to satisfy general education requirements), computer science or statistics. (For the student with career interest in mathematics related to the biological or life sciences, Biology 101 may be substituted for Chemistry 111 upon consultation with the departmental chairman.)

Special Programs

A student may combine liberal arts study at Meredith with specialized work at North Carolina State University through a cooperative arrangement. The programs are individually designed by faculty advisers from each campus with approval of the respective academic deans. A program may result in a second degree from North Carolina State University in addition to the degree from Meredith. Examples of programs include work in the engineering school and the computer science and biomathematics departments. Other fields of study can be pursued on an individual basis. Under the

Cooperating Raleigh Colleges program, the work done at North Carolina State University may begin as early as the sophomore year with as many as three courses per year available.

Requirement for Certification

For non-mathematics majors: 100 is required at the early childhood level, 100 and 110 are recommended at the intermediate level, and any three hours of math at the secondary level.

For mathematics majors: 100 is not recommended for any mathematics major. The mathematics requirement is satisfied by the courses in the major. Students wishing to teach secondary mathematics must have credit for 334, 340, CSC 100, and CSC 101, and must have a total of 30 hours of credit in mathematics, including the 100 level. A course in history of mathematics is strongly recommended.

Credit Testing in Mathematics

Upon entering Meredith, a student may register for 100, 110, 211, or 212 depending upon her high school record, scores from the mathematics section of the Scholastic Aptitude Test, and her performance on a departmental credit test. Each year during orientation, the department gives tests in algebra, trigonometry, and introductory calculus; and if satisfactory scores are attained, credit will be given for the appropriate courses. Also, any student enrolled in an advanced placement mathematics course in her senior year may request placement in 212 with credit for 211 upon presentation of satisfactory scores on the proper examination.

Foundations

100 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Includes set theory, the metric system, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, elementary algebra, and the development of the real number system. May not be counted toward a major nor a minor. *Credit, three hours.*

Analysis

110 ELEMENTARY FUNCTIONS

Includes the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions, and functions of two variables. The course builds on the Algebra II and geometric concepts taught in high school. May not be counted toward a major nor a minor. *Credit, three hours.*

211 INTRODUCTORY CALCULUS

Introduces the ideas of derivatives and integrals with their principal interpretations and interrelations and develops the similar techniques of differentiation and integration for the elementary functions studied in Mathematics 110. *Credit, three hours.*

212 MATHEMATICS ANALYSIS I

A continuation of the calculus of functions of one variable. Prerequisite: Mathematics 211. *Credit, three hours.*

313 MATHEMATICS ANALYSIS II

A continuation of 212 with a study of the theory and techniques of multivariable calculus. Prerequisite: Mathematics 220. *Credit, three hours.*

410, 411 ADVANCED CALCULUS I AND II

Includes the real numbers, set theory, continuity, differentiation, the Riemann integral, and series. Mathematics 410 offered spring semester only. Mathematics 411 offered fall semeter only. Prerequisite or corequisite: Mathematics 313. *Credit, three hours each semester.*

Algebra

220 LINEAR ALGEBRA

A study of vector spaces and linear transformation, matrices, and determinants. Prerequisite: Mathematics 211. *Credit, three hours.*

321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. Prerequisite: junior standing. *Credit, three hours.*

Geometry

334 MODERN COLLEGE GEOMETRY

A study of geometry which emphasizes Euclidean and introduces hyperbolic, elliptic, and transformational geometries. Prerequisite: four semesters of math above 100 level. Offered spring semester only. *Credit, three hours.*

Statistics

245 BASIC STATISTICS

A general introduction to descriptive and inferential statistics for the non-math major. Includes elementary probability, distributions, estimation of population parameters, confidence intervals, hypothesis testing, analysis of variance, correlation, and regression. Credit will not be allowed for both Mathematics 245 and Psychology 200. Credit will not be allowed for both Mathematics 245 and Mathematics 341. *Credit, three hours.*

340 INTRODUCTION TO PROBABILITY AND STATISTICS

Includes probability as a mathematical system, random variables and their distributions, limit theories, and topics in statistical inference. Prerequisite: Mathematics 211. Offered fall semester only. *Credit, three hours.*

341 ADVANCED PROBABILITY AND STATISTICS

A study of statistical theory and inference from data. Includes estimation, decision theory, testing hypothesis, relationships in a set of random variables. Credit will not be allowed for both Mathematics 341 and Psychology 200. Prerequisite: Mathematics 340. Offered spring semester only. *Credit, three hours.*

Applied Mathematics

354 INTRODUCTION TO DIFFERENTIAL EQUATIONS

First order equations, applications, linear equations of higher order, applications to mechanical and electrical systems, Laplace transforms, series solutions. Prerequisite: Mathematics 212. *Credit, three hours.*

Miscellaneous

499 SEMINAR IN ADVANCED MATHEMATICS

Prerequisite: senior standing. *Credit, three hours.*

764 METHODS OF TEACHING SECONDARY MATHEMATICS

May not be counted toward a major. Offered spring semester only. *Credit, three hours.*

Computer Science

CSC 100 INTRODUCTION TO COMPUTING

A study of the capabilities and limitations of the computer including its impact on society. A simple theoretical computer gives the student insight into computer design. Flow charting follows a thorough study of designing algorithms to solve problems. Several simple computer programs are written from the flow charts and run in a batch processing mode. The student gets "hands on" experience in the use of canned programs. Credit will not be allowed in mathematics. *Credit, two hours.*

CSC 101 INTRODUCTION TO A LANGUAGE

A study of a specific computer language. Credit will not be allowed in mathematics. Prerequisite: CSC 100. *Credit, one hour.*

Courses are also available at North Carolina State University under the interinstitutional cooperation plan in theory of equations, intermediate and advanced differential equations, history of mathematics, boundary value problems, numerical analysis, computer science, and statistics.

Students who wish advanced study and research in mathematics should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

MUSIC AND THE PERFORMING ARTS

Professor David Lynch, *Chairman;* Professor Donley; Assistant Professors J. Briscoe, Clyburn, Fogle, Garriss, Haeseler, Sullivan, and Vaglio; Artists-in-Residence Grealish, Rice; Instructor Thompson; Special Instructors Abernethy, Boggs, A. Briscoe, Cotten, Daugherty, Downward, Farrington, Goode, Greene, Lohr, Long, M. Lynch, Mostow, Peery, Riva-Palacio, Russell, Southwick, Whitlow, Windham, and Witt.

The department offers majors in music (B.A.), music education and applied music (B.Mus.), and minors in music, music theater, and theater.

Audition

Students wishing to major in any branch of music must demonstrate to the music faculty that their talent and training are such that they are qualified to carry on the work. An audition and personal interview with members of the music faculty are prerequisites for admission into a music program; in some cases, a tape recording may be sent in lieu of an audition.

Requirements for a Major

BACHELOR OF ARTS

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. It is a non-professional, non-performance degree; it is not intended to prepare the student for a graduate program in applied music. Some students pursuing the B.A. in music also obtain the early childhood teaching certificate; some, a second major in religion as preparation for church music or other ministry.

The candidate for the degree of Bachelor of Arts with a major in music must fulfill the same requirements as candidates for the degree with majors in other fields (pages 53-55). The student must take at least 76 semester hours in liberal arts and science subjects other than music—53-56 hours in general education requirements (pages 54-55) and 20-23 hours in electives. The student must take at least 48 hours in music as follows:

Music courses		28
Theory 100, 101, 202, 203	8	
Solfege 150, 151, 252, 253	4	
Keyboard 140, 141, 242, 243	4	
Music Literature 215	2	
History of Musical Styles and Structures 315, 316	8	
Seminar in Music Literature 494	2	
Applied music and electives		20
Minimum in applied music	8	
Graduation recital 490	1	
Electives (Applied music, music literature, theory, music education, or ensemble)	11	

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in either music education or applied music seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching and for graduate work in music therapy. A major in applied music may prepare a student for private studio teaching, church music, performance, and, after graduate work, college teaching. The study of music in all of the programs, including the B.A. in music, may also prepare the student for specialized study leading to music library certification and for various types of work related to the music industry.

Requirements for the degree as outlined below are planned with this aim.

Major in Applied Music

LIBERAL ARTS AND SCIENCES		42
English composition	3	
Major British writers	3	
Foreign language (Students will be placed at the appropriate level by the foreign languages department. Voice majors will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)	6-12	
Religion A six-hour introduction to the Old and New Testament *or* A three-hour introduction to Biblical literature and one advanced three-hour course	6	
Social and behavioral sciences (Select from two of the following categories: economics, history, human geography, political science, psychology, sociology and anthropology)	6	
Mathematics and natural sciences (Select one course from the following categories: biology, chemistry, mathematics, physical geography, physics)	3-4	
Health and physical education (Choose four activity courses, or two activity	4	

courses and a two-hour course in health or first aid)	
Electives in liberal arts and sciences	4-11
MUSIC COURSES	**82**
Theory 100, 101, 202, 203	8
Solfege 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
History of Musical Styles and Structures 315, 316	8
Twentieth Century Techniques 303	2
Teaching Applied Music 320, 321	4
Seminar in Music Literature 494	2
Principal applied study	24
Secondary applied stud(y)(ies)	4
Junior Recital 390	1
Graduation Recital 490	1
Keyboard proficiency	
Music electives	18

At least nine hours must be in music courses; no more than nine hours may be in applied music and ensembles. Organ majors must take Advanced Keyboard 340 and Seminar in Theory 394.

Major in Music Education

LIBERAL ARTS AND SCIENCES	**42**
English composition	3
Major British writers	3
Foreign language	6
(Students will be placed at the appropriate level by the Department of Foreign Language.)	
Religion	6
(A six-hour introduction of the Old and New Testaments *or* A three-hour introduction to Biblical literature and one advanced three-hour course)	
Social and behavioral sciences	6
(Select from two of the following categories: economics, history, human geography, political science, sociology and anthropology)	
Mathematics and natural sciences	6-7
Mathematics	3
Natural science	3-4
(Select from one of the following categories: biology, chemistry, physical geography, physics)	
Health and physical education	4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)	
Electives in liberal arts and sciences	7-8
MUSIC AND PROFESSIONAL EDUCATION	**82**

MUSIC COURSES

Theory 100, 101, 202, 203	8
Solfege 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
History of Musical Styles and Structures 315, 316	8
Winds and Percussions 070	2-4
String Instruments 060	2-4
Instrumentation 305	1
Vocal Arranging 308	2
Conducting 300, 301	4
Principal applied study	14
Secondary applied stud(y)(ies)	3
Graduation Recital 490	1
Keyboard proficiency	

EDUCATION, METHODS, AND ELECTIVE COURSES

Materials and Methods K-3 720	2
Materials and Methods 4-6 721	2
Materials and Methods 7-12 722	2
Educational Psychology 234	3
Education course according to needs of the student	3
Student Teaching 439 (Block)	6
Electives in music, professional education, or psychology	4-6
Reading	1-3
(Education 344 or 468)	

Church Music

Students interested in careers in church music are encouraged to choose the Bachelor of Music program with a major in applied music or the Bachelor of Arts program with a major in music. They should consult the chairman of the department for appropriate electives in music, religion, and other disciplines.

Preparatory Division

Through a large preparatory division, the Department of Music and the Performing Arts provides instruction in applied music and theory to non-college students of all ages within the Raleigh area. Registration in the preparatory division is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Equipment and Facilities

The Department of Music and the Performing Arts is housed in the Harriet Mardre Wainwright Music Building, completed in 1977, and in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978. Both theater and concert performances are held in Jones Auditorium, while most recitals and concerts are given in the Clara Carswell Concert Hall, and some theatrical presentations take place in the rehearsal hall-drama workshop. Teaching and practice space includes three large classrooms, two seminar rooms, a rehearsal hall, a scene shop, 24 faculty offices and studios, and 30 practice rooms. Fourteen grand pianos (Steinways, Baldwins, Yamahas), 44 upright pianos (Baldwins and Yamahas), a three-manual Austin concert organ, two studio organs (Holtkamp), three practice organs (Ryan, Wicks, Hammond), an electronic piano laboratory, and numerous orchestral instruments furnish ample equipment for effective teaching and practice. The Music Library contains over 2,900 recordings; many scores, including a number of complete editions; and ample study and listening facilities. A fine collection of books and reference works on music is available in the Carlyle Campbell Library.

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital and a full graduation recital.

Performances in recitals and in jury examinations given each semester in all applied music courses are given from memory.

Students taking part in any public performances other than those sponsored by the music department must consult with their respective teachers in advance.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Concerts

Each year Meredith brings to the campus distinguished performers and lecturers. A number of artists, ensembles, and orchestras perform in Raleigh under sponsorship of the Friends of the College and the Chamber Music Guild. Concerts provided by organizations such as the North Carolina Symphony, the National Opera Company, the Raleigh Oratorio Society, the American Guild of Organists, and the Raleigh Music Club are also open to students. Members of the Meredith faculty are active as recitalists and students themselves provide a large number of musical programs.

It is absolutely essential that music students expose themselves to as large and varied a selection of these performances as possible. All music majors are expected to attend at least 15 recitals per semester, selected in consultation with their principal applied instructors, from the many musical programs available on the Meredith campus, in addition to all Thursday student recitals. This experience is an integral part of music studies, directly related to performance, literature, history, theory and education

Theory

100, 101 ELEMENTARY THEORY

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three- and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: Theory 100 before 101. Corequisite: Solfege 150, 151. Three class hours weekly. *Credit, two hours each semester.*

140, 141 ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodic stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: 140 before 141. *Credit, one hour each semester.*

150, 151 ELEMENTARY SOLFEGE

Rhythmic dictation and reading; melodic dictation and sight-singing using solfeggio syllables. Second semester introduces chromaticism and C clefs. Prerequisite: 150 before 151. Corequisite: Theory 100, 101. Two class hours weekly. *Credit, one hour each semester.*

202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, 11 chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: Theory 101 before 202, 202 before 203. Corequisites: Solfege 252, 253. Three class hours weekly. *Credit, two hours each semester.*

242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with Theory 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: Keyboard 141 before 242, 242 before 243. *Credit, one hour each semester.*

252, 253 INTERMEDIATE SOLFEGE

Continuation of sight-singing and rhythmic/melodic dictation skills begun in Solfege 150, 151. Material closely coordinated with theoretical material covered in Theory 202, 203. Prerequisites: Solfege 151 before 152, 252 before 253. Corequisites: Theory 202, 203. Two class hours weekly. *Credit, one hour each semester.*

204 RUDIMENTS OF MUSIC

A study of pitch, rhythm, scales, harmony, form, elementary chords and their functions. No previous knowledge of music required. *Credit, one hour.*

303 TWENTIETH CENTURY TECHNIQUES

An examination of important compositional styles of 20th century composers. An emphasis is placed on analysis, correlated with historical development of contemporary musical styles. Students will also compose short examples in selected styles. Prerequisite: Theory 202. *Credit, two hours.*

305 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: Theory 202. *Credit, one hour.*

308 VOCAL ARRANGING

Based on an historical approach, this course surveys sung melody and the manner in which it may be arranged, beginning with plainsong and progressing through the 20th century. Emphasis is placed upon the use of counterpoint, voicings, form, function, and accompanying instruments in arranging music for two, three, and four or more voice parts. Upon attaining a specified degree of competency in initial arranging techniques, assignments are geared to arranging for junior/senior high school choral groups and/or small church choirs. These assignments are selected by the student in consultation with the instructor to meet her individual needs. Prerequisite: Theory 202. *Credit, two hours.*

340 ADVANCED KEYBOARD TECHNIQUES

Intense development, in the piano laboratory, of reading and accompanying skills. Sight-reading of various types of literature suitable for use in classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: Piano 100, Keyboard 243. *Credit, one hour.*

394 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, and period styles of important composers. May be repeated for credit. Prerequisite: Theory 203. *Credit, two hours.*

105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. *Credit, one to four hours each semester.*

History And Literature

214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. *Credit, three hours.*

215 MUSIC LITERATURE

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors. *Credit, two hours.*

314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. Faculty and student performances of representative compositions will be incorporated. *Credit, two hours.*

315, 316 HISTORY OF MUSICAL STYLES AND STRUCTURES

A study of the development of music in Western civilization, relating music to a historical context. Analysis of music in various period styles as well as student compositions in various compositional styles. Five class hours weekly. *Credit, four hours each semester.*

494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit. *Credit, two hours.*

Music Education

060 STRING INSTRUMENTS

A practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit. *Credit, one to three hours each semester.*

070 WIND AND PERCUSSION INSTRUMENTS

A study of methods for organizing, scheduling, and teaching instrumental classes, and acoustics of music as they pertain to band and orchestral instruments. Classroom experiences include gaining competencies necessary to play and demonstrate correct embouchure, fingerings, breathing, and tonguing for at least two brass and two woodwind instruments, and basic snare drum techniques. May be repeated for credit. *Credit, one to three hours each semester.*

320, 321 TEACHING OF APPLIED MUSIC

Methods of teaching beginning and moderately advanced students in applied music. Laboratory work involving teaching some beginning and intermediate students each semester. *Credit, two hours each semester.*

300, 301 CONDUCTING AND CHORAL LITERATURE

A study of the basic conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from the following historical periods: Renaissance, Baroque, Classical, Romantic, and 20th century. Prerequisites: Theory 101; 300 before 301. *Credit, two hours each semester.*

402 ADVANCED CONDUCTING

An in-depth study of two major works scored for chorus and instruments. Attention is given to problems of balance, blend, conducting techniques for two or more groups, and special performance techniques. One work will be selected from classical literature and the second from contemporary literature; works will vary each semester. Prerequisite: Conducting 301. May be repeated for credit. *Credit, two hours each semester.*

422 ADVANCED TEACHING METHODS

Additional experience in the teaching of applied music, based on work begun in Teaching of Applied Music 320, 321, with an emphasis upon actual teaching. The work is offered and coordinated within the preparatory division. Prerequisite: Music 321. May be repeated for credit. *Credit, one hour each semester.*

720 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES K-3

Designed for music education majors, this course is based on the development of concepts through a series of sequenced musical activities. Attention is given to formulating a philosophy of music education, Orff and Kodaly approaches to teaching music, teaching techniques, and lesson planning. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

721 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 4-6

An extension of Materials and Methods 720 with sequential activities related to children of this age group. Attention is given to developing learning contracts, learning activity packets, learning centers, and to teaching the recorder. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

722 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 7-12

A study of the scope and sequence of the music program in the secondary school. Special attention is given to the psychology of adolescence, including developmental characteristics, personality, the changing voice, and classroom management. Emphasis is placed upon learning theories, the general music class, the modular approach, state adopted texts, rehearsal techniques, and electronically modified and synthesized sounds. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Students lacking in musical background will be required to take Music 204 as a corequisite. *Credit, four hours.*

Ensembles

All music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. (Note restriction on ensemble credits, page 70).

234 CHORUS

One-two semesters are required for all students majoring in music. Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. *Credit, one hour each semester.*

235 RENAISSANCE SINGERS

A select group of about 25 students devoted to the *a capella* performance of Renaissance and early Baroque choral music, both sacred and secular. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirements in accompanying. Work in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. Time involved not to exceed six hours per week, including both lesson and practice time (six hours per week for one student preparing a recital or three hours per week for each of two students preparing lessons and jury examinations). *Credit, one hour each semester.*

237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. *Credit, one hour each semester.*

238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. *Credit, one hour each semester.*

239 HANDBELL CHOIR

Credit, one hour each semester.

334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos. *Credit, one hour each semester.*

434 VOCAL ENSEMBLE

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only to qualified members of the Meredith Chorale. *Credit, one hour each semester.*

Applied Music

Teacher assignments in applied music are made by the chairman of the department, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. Except for beginning students in class lessons, most students receive the benefit of both group and private instruction. In addition, repertoire classes are required each week in each applied area.

Each course in applied music requires the following amount of weekly practice time: five hours per week for each semester hour's credit. The following formula applies:

Semester Hours Credit	Weekly Half-Hour Lessons	Weekly Practice Hours
1	1	5
2	2	10
3	2	15
4	2-3	20

Recital

Each student giving a recital (sophomore, junior, or graduation) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. Pass-fail grading. *Credit, one hour each semester.*

290 SOPHOMORE RECITAL
390 JUNIOR RECITAL
490 GRADUATION RECITAL

Piano

Assistant Professor Clyburn, Coordinator; Assistant Professor Fogle; Special Instructors Abernethy, Cotten, A. Briscoe, Daugherty, Lohr, Peery, Riva-Palacio, and Windham.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. *Credit, one hour.*

041 INTERMEDIATE CLASS PIANO

A continuation of Piano 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: Piano 040 or permission of the instructor. *Credit, one hour.*

044 PREPARATORY PIANO

A maximum of six semester hours of this work for credit permitted.

144 PIANO I

Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

244 PIANO II

Bach sinfonias, *Well-Tempered Clavier*, suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

344 PIANO III

Bach *Well-Tempered Clavier*, toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

444 PIANO IV

Bach *Well-Tempered Clavier*, chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical, romantic, impressionistic, and contemporary works suitable for senior recitals.

Organ

Professor Lynch, Coordinator; Special Instructors M. Lynch and Downward.

145 ORGAN I

Manual and pedal technique. Bach *Eight Little Preludes and Fugues, Orgelbuechelein*, Dupre *Seventy-Nine Chorales*, works of comparable difficulty from all periods; hymn playing.

245 ORGAN II

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

345 ORGAN III

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith *Sonatas;* larger works of early Baroque.

445 ORGAN IV

Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

Violin

Assistant Professor Garriss, Coordinator of Instrumental Music; Special Instructors Russell and Southwick.

164 VIOLIN I

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.

264 VIOLIN II

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

364 VIOLIN III

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

464 VIOLIN IV

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses are also available in the following applied studies:

CELLO 166, 266, 366, 466

Assistant Professor Briscoe; Special Instructor Mostow.

FLUTE 174, 274, 374, 474

Special Instructor Whitlow.

Guitar

Special Instructor Greene.

068 GUITAR CLASS

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished. *Credit, one hour each semester.*

A working knowledge of notes and basic chords in the first position should be established before entering Guitar 168.

168 GUITAR I

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giuliani.

268 GUITAR II

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

368 GUITAR III

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

468 GUITAR IV

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Under the interinstitutional cooperation plan, lessons in some orchestral instruments are available at North Carolina State University. Credit and placement are earned on the same basis as other applied music.

Voice

Professor Donley, Coordinator; Assistant Professor Sullivan; Special Instructors Farrington, Goode; Artists-in-Residence Grealish, Rice.

154 FRESHMAN VOICE

Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises with musical figures for the development of vocal freedom. Simpler songs from classical literature. English and Italian pronunciation.

254 SOPHOMORE VOICE

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

354 JUNIOR VOICE

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

454 SENIOR VOICE

Technical work continued, stressing flexibility. Total repertory to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

Speech and Theater

225 FUNDAMENTALS OF SPEECH

A general speech course designed to introduce the student to the basic elements of good communication. Units on voice and diction, presentation, organization, and communication theory. Offered both semesters. *Credit, three hours.*

226 ORAL INTERPRETATION

Emphasis on improving the ability to communicate written material to an audience in a pleasing and understandable manner. Opportunity for the students to take part in a reading program for an audience. Offered both semesters. *Credit, two hours.*

240 THEATRE PRACTICUM

Involves responsibility as a major crew head for a mainstage full-length production, or direction of a one-act play. The assignment must be approved by the drama instructor prior to registration. May be taken four times for credit. *Credit, one hour.*

356 PLAY PRODUCTION

Credit, three hours.

357 INTRODUCTION TO THEATER

A course designed to introduce the student to the great periods of theatrical art, major plays from these periods, and some dramatic theory in order to enrich her enjoyment of life and her understanding of her own existence. *Credit, three hours.*

358 ACTING

A course designed to familiarize the student with basics in dramatic presentation. Units include work in improvisation, stage movement, characterization and scene study. *Credit, two hours.*

Students who wish advanced study in music, speech, and theater should consult with the departmental chairman and arrange for it through the special studies options listed on page 75. Students may elect courses through the Cooperating Raleigh Colleges.

PSYCHOLOGY

Professor Huber, *Chairman;* Associate Professor Mason; Assistant Professors Aubrecht and Hornak.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

Psychology 100 is a prerequisite for all courses with the exception of Psychology 204, Developmental Psychology, where either Psychology 100 or Education 234 can serve as a prerequisite.

Requirements for a Major

A minimum of 31 semester hours in psychology including 100, 200, and 201. Majors are required to distribute their elective psychology courses by choosing at least two courses from each of the following areas:

Social (Psychology 204, 205, 206, 407)
Clinical (Psychology 304, 305, 306, 308)
Experimental (Psychology 307, 404, 405, 406)

100 GENERAL PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as development, motivation, learning, thinking, perception, testing, adjustment, personality, and social factors in behavior. *Credit, three hours.*

200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. *Credit, three hours.*

201 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, art, and ethics of general experimental psychology. Two original research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus human and animal behavior laboratory. *Credit, four hours.*

204 DEVELOPMENTAL PSYCHOLOGY

The effects of physical and social factors on human development from conception to death, with major emphasis on childhood and adolescence. Included topics: physical, perceptual, motor, language, cognitive, emotional, moral, and social development. *Credit, three hours.*

RELIGION

Professor Crook, *Chairman;* Professor Cochran; Associate Professor Page; Assistant Professor Starkey; Instructor Mackie; Visiting Lecturer Newman.

The department offers a major in religion.

The introductory courses in religion are designed to acquaint the student with biblical literature and faith as they are related to the contemporary world. The courses beyond the 100-level fall into three categories: biblical studies (courses numbered 262, 265, and 266); religious history and thought (courses numbered 285, 381, 382, 384, 389); and religion and society (courses numbered 244, 247, 248, 341, 342, 346). The requirements for a major are sufficiently flexible to provide for the student's own personal development and for her choice of career preparation. Most students majoring in religion prepare for teaching, for a church-related career, or (in conjunction with other departments) for a career in social work or church music.

Requirements for a Major

Twenty-four hours in religion, including one course from each of the three categories, and including 497. At least one course in philosophy is recommended.

Religion

Prerequisite to all other courses in religion: Religion 100 or Religion 101 and 102.

100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas and practices contained in the biblical record and their significance for the present time. Not open to students who have taken Religion 101 and/or 102. *Credit, three hours.*

101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A two-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas and practices contained in the biblical record and their significance for the present time. Not open to students who have taken Religion 100. *Credit, six hours.*

244 CHRISTIAN ETHICS

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. *Credit, three hours.*

247 WORLDWIDE CHRISTIANITY

The world mission of the Christian religion as it confronts the modern scientific age. *Credit, three hours.*

248 THE RELIGIONS OF MANKIND

A survey and analysis of the great religions of the world in their interrelationships with an effort to understand what would be an adequate religion for modern man. *Credit, three hours.*

262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. *Credit, three hours.*

265 THE PROPHETIC ELEMENT IN RELIGION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. *Credit, three hours.*

266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul. *Credit, three hours.*

285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. *Credit, three hours.*

341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as Sociology 331. *Credit, three hours.*

342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences. *Credit, three hours.*

346 RELIGION IN CONTEMPORARY SOCIETY

A study of the interplay of religion and social, economic, and political changes. *Credit, three hours.*

381 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership. *Credit, three hours.*

205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities. *Credit, three hours.*

206 PSYCHOLOGY OF SEX ROLES

The understanding of women from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of women, the effects of body states on personality, psychosomatic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles women play during their lifetimes. Offered spring semester only. *Credit, three hours.*

304 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilites, aptitude, achievement, interests, and personality. Offered fall semester only. *Credit, three hours.*

305 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. Offered fall semester only. *Credit, three hours.*

306 ABNORMAL PSYCHOLOGY

A study of major forms of behavior pathology, including neuroses, psychoses, character disorders, and chronic brain syndroms. *Credit, three hours.*

307 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers. Offered spring semester only. *Credit, three hours.*

308 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a client-centered approach; however, the student will be acquainted with other theories. *Credit, three hours.*

404 LEARNING

An introduction to experimental and theoretical issues in learning and to the practical application of learning principles. Information treated includes classical and operant conditioning, human learning, and memory. Offered fall semester only. *Credit, three hours.*

405 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Offered spring semester only. *Credit, three hours.*

406 PHYSIOLOGICAL PSYCHOLOGY

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena. Offered fall semester only. *Credit, three hours.*

407 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, affiliation and emotion, person perception, aggression, and altruism. Offered spring semester only. *Credit, three hours.*

SENIOR THESIS

The interested and qualified student may elect to undertake a senior research project under the special studies option.

Students who wish to pursue individualized advanced study in psychology (e.g. advanced classes, research projects, internship experiences) may do so through the special studies options listed on page 75. Special studies have included classes in animal behavior, behavior modification, computer analysis of data, and counseling psychology; research projects in personality, developmental psychobiology, and social psychology; and internship experiences in clinical psychology and applied behavior therapy.

A student may elect courses through the Cooperating Raleigh Colleges.

382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. *Credit, three hours.*

384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. *Credit, three hours.*

389 FOUNDATIONS OF CHRISTIAN THOUGHT

An introduction to Christian beliefs which explores such issues as the problems of religious knowledge, the existence of God, the problem of evil or suffering, the meaning of Christ, and the nature of faith. Introductory readings by Kierkegaard, Bonhoeffer, Tillich, and other contemporary thinkers. *Credit, three hours.*

497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Required of majors. *Credit, three hours.*

Philosophy

223 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion. *Credit, three hours.*

351 ANCIENT AND MEDIEVAL PHILOSOPHY

A survey of the theoretical foundations of Western civilization, particularly as developed in the cultures of Greece and Rome. *Credit, three hours.*

352 MODERN PHILOSOPHY

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours.*

Students who wish community internships or advanced study or research in religion and philosophy should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

A student may elect courses through the Cooperating Raleigh Colleges.

SOCIOLOGY AND SOCIAL WORK

Assistant Professor Sumner, *Acting Chairman;* Professor Syron; Associate Professor Tucker; Assistant Professors Bishop and Ramsey; Instructor Zingraff.

The department offers a major in sociology and a certificate in social work.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The department offers a certificate in an undergraduate social work program accredited by the Council on Social Work Education. There are concentrations in criminal justice, personnel administration, social research technology, and human relations. Certification for teaching at all levels may be combined with a major in sociology.

The courses and programs prepare students for roles as educators, journalists, personnel administrators, city planners; for careers in government; and as leaders of opinion and of action in the community.

Field projects, community internships, volunteer experiences, and cooperative education placements are experiential learning opportunities available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

Either Sociology 230 or 260 required as a prerequisite for all other courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

Requirements for a Major

Twenty-four hours in sociology, including 230, 374, 375, 489, or their equivalents, and 495 or 496.

Sociology

230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research. Offered both semesters. *Credit, three hours.*

231 SOCIAL PROBLEMS

An analysis of contemporary social problems from the sociological perspective; a critique of existing programs designed to deal with the problems. Students are required to do in-depth study of a selected problem and of proposals for more effective solutions. *Credit, three hours.*

240 SOCIAL WORK AS A PROFESSION

An introduction to the development, fields, and values of the social work profession and to the general principles underlying the process of giving and taking help. Offered both semesters. Also available as Social Work 240. *Credit, three hours.*

260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. Offered both semesters. *Credit, three hours.*

301 AMERICAN SOCIAL WELFARE INSTITUTIONS

A study of the social welfare institutions and policies of the United States with major emphasis placed upon the present system of social services and programs and current proposals for change. Also available as Social Work 301. *Credit, three hours.*

331 SOCIOLOGY OF RELIGION

For description, see Religion 331. *Credit, three hours.*

335 AMERICAN ETHNIC RELATIONS

A study of present day racial and cultural minorities with emphasis upon scientific facts and changing attitudes and policies. *Credit, three hours.*

336 CRIMINOLOGY

An analysis of the nature and extent of criminal behavior; current practices in crime control. *Credit, three hours.*

337 THE COMMUNITY

A survey of the institutions and organizations within modern communities and of the problems arising out of them; special emphasis given such areas as parent-school-community relationships, social services, and recent trends in community social action. *Credit, three hours.*

338 THE FAMILY

A study of the structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. *Credit, three hours.*

360 COMPARATIVE CULTURES

An anthropological study of rapid modernization in Africa south of the Sahara or in other selected areas. No prerequisite required. *Credit, three hours.*

374 INTRODUCTION TO RESEARCH

Examination of concepts and procedures pertaining to social scientific inquiry with emphasis upon problem statement, measurement, analysis and interpretation of data. Three class hours a week. Offered both semesters. Corequisite Sociology 375. Also offered as Political Science 374. *Credit, three hours.*

375 INTRODUCTION TO RESEARCH LABORATORY

Application of concepts and techniques presented in Sociology 374. Emphasis upon the practice of social research with special attention given to data processing and analysis and the use of statistics as a tool of research. (Equivalent of three class hours per week.) Offered both semesters. Corequisite Sociology 374. Also offered as Political Science 375. *Credit, one hour.*

489 INTRODUCTION TO SOCIAL THEORY

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Offered both semesters. *Credit, three hours.*

495 SEMINAR IN SOCIAL WORK

An exchange of creative and critical thinking related to the field experience and professional issues in social work. Must be taken concurrently with Social Work 794. Prerequisites: Sociology 240 and 301 and Social Work 744. *Credit, two hours.*

496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of basic sociological principles directed toward the analysis of selected topics and the presentation of projects to seminar members for evaluation and criticism. *Credit, two hours.*

Social Work

Students choosing to work for certification in social work should be guided by the outline of program requirements on page 57. Students in any major of a degree-granting program are eligible. They should consult with the director in the Department of Sociology and Social Work for approval.

240 SOCIAL WORK AS A PROFESSION

For description, see Sociology 240. *Credit, three hours.*

301 AMERICAN SOCIAL WELFARE INSTITUTIONS

For description, see Sociology 301. *Credit, three hours.*

744 SOCIAL WORK PRACTICE I

An introduction to the basic skills of interpersonal relationships and the helping process. Also includes an introduction to the theories and technology of planned change. May not be counted toward a major in sociology. Offered both semesters. *Credit, three hours.*

745 SOCIAL WORK PRACTICE II

A continuation of Sociology 744. The course functions as a technical laboratory implementing the theory and technology of planned change. Prerequisite: Sociology 744. May not be credited toward a major in sociology. Offered both semesters. *Credit, three hours.*

746 SELECTED FIELDS OF SOCIAL WORK PRACTICE

A series of modules providing an opportunity to give attention to the current situation in the field under consideration and to consider the role of the social worker in the particular setting. Fields of focus are family and children's services, mental health, corrections, medical services, public assistance, and services for the aging and others. May not be credited toward a major in sociology. Offered both semesters. *Credit, one semester hour each module.*

747 SOCIAL POLICY ANALYSIS

A course designed to enable the student to develop skill in the analysis of current social policy by providing a framework for policy analysis. Prerequisite: Sociology 301. May not be credited toward a major in sociology. *Credit, two hours.*

748 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

A course to enable the student to assess human functioning within the social context using systems theory as an organizing framework. May not be credited toward a major in sociology. Prerequisites: Sociology 230, 337; Psychology 100, 204. *Credit, two hours.*

794 SOCIAL WORK FIELD EXPERIENCE

Experience as a social work trainee in a qualified community agency for a minimum of 400 hours. During fall and spring semesters, the student must register concurrently for Social Work 745 and Sociology 495. Offered both semesters. Prerequisities: Sociology 240 and 301, Social Work 744, and 100 hours of pre-professional experience. Pass-fail grading only. *Credit nine hours.*

495 SEMINAR IN SOCIAL WORK

For description, see Sociology 495. *Credit, two hours.*

Students who wish community internships or advanced study or research in sociology or social work should consult with the departmental chairman or an appropriate faculty member to arrange for the special studies options listed on page 75.

A student may elect courses through the Cooperating Raleigh Colleges.

College Directory

CORPORATION OFFICERS
1980

JOHN E. WEEMS
President

JOE BAKER
Vice President for
Business and Finance
(also serves as Secretary-Treasurer)

ALLEN BURRIS
Vice President and
Dean of the College

SANDRA CAROL THOMAS
Vice President for
Student Development

JERRY E. McGEE
Vice President for
Institutional Advancement

LAURA W. HARRILL
Assistant Secretary

CHARLES D. BARHAM, JR.
General Counsel

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Vice Chairman, Development

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Vice Chairman, Instructional Programs

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JOHN D. STONE
Vice Chairman, Student Development

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Vice Chairman, Personnel Matters

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MARY VIRGINIA POE

JACK A. RIGNEY

JACK A. SNEEDEN

JOHN D. STONE

CLAUDE B. WILLIAMS, JR.

Term Expiration
1980

C. C. BAREFOOT
Benson

LUTHER BREWER
Cary

MARY FRANCES DAVIS
Lincolnton
CARRIE HOWELL
Weldon
GEORGE McCOTTER
Lillington
MARY VIRGINIA POE
Charlotte
JACK A. RIGNEY
Raleigh
CLAUDE B. WILLIAMS, JR.
Durham
DORMAN L. WILLIAMS
Winston-Salem

Term Expiration
1981

C. DAVID BLANTON
Marion
ROBERT E. BRYAN, JR.
Fayetteville
DANIEL M. DEATON, JR.
Charlotte
LAURA W. HARRILL
Raleigh
EVERETT L. HENRY
Lumberton
C. HOKE LEGGETT
Hobgood
DAVID RUSSELL PARNELL
Parkton
ANNIE LUCILE REED
Kinston
MARY SEAGROVES WILLIAMS
Currie

Term Expiration
1982

CLINE BORDERS
Shelby
J. L. COLLIER
Whiteville
SHEARON HARRIS
Raleigh
KATHARINE W. HODGIN
Greenville
SEBY B. JONES
Raleigh
BRUCE RABON
Fallston
J. C. STANLEY
Carthage
JOHN D. STONE
Southern Pines
LINDA THOMPSON
Mount Gilead

Term Expiration
1983

HUGH G. ASHCRAFT, JR.
Charlotte
DAVID M. BRITT
Raleigh
ELEANOR DAVIS
Winston-Salem
JONATHAN GULLICK
Belmont
L. H. HANCE
Eden
MARGARET W. PARKER
Winston-Salem
L. GORDON SINCLAIR
Raleigh
JACK A. SNEEDEN
Wilmington
EARL W. SPANGLER
Shelby

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Raleigh
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Durham
LAMAR J. BROOKS
Laurinburg
FAYE A. BROYHILL
Lenoir

RAYMOND A. BRYAN, SR.
Goldsboro

JULIAN BUNN
Raleigh

WILLIAM M. BURTON
Raleigh

W. C. CALTON
Raleigh

CLARA CARSWELL
Charlotte

GORDON J. CHALMERS
Raleigh

JESSE P. CHAPMAN, JR.
Asheville

BUNAH CLARK
Asheville

JACK L. COBLE
Raleigh

WILLIAM A. CREECH
Raleigh

ROY B. CULLER, JR.
High Point

WILLIAM G. DAUGHTRIDGE
Rocky Mount

WILLIAM B. DEWAR
Raleigh

C. A. DILLON, JR.
Raleigh

LUCILLE L. ELLIS
Cary

BOB FARRINGTON
Raleigh

JAMES D. FARTHING
Durham

H. N. FRIEDLANDER
Raleigh

CLAUDE F. GADDY
Raleigh

WILLIAM A. GRANBERRY
Raleigh

ERNEST W. GREUP
Durham

J. RANDALL GROVES
Charlotte

JOHN B. HARRIS, JR.
Raleigh

JESSE HELMS
Raleigh

W. BASIL HILL
Roxboro

RAY W. HODGE
Kinston

GROVER E. HOWELL
Weldon

CARLYLE L. JENNINGS
Murfreesboro, Tenn.

ALMA JOHNSON
Memphis, Tenn.

BERTRAM A. JONES
Raleigh

W. T. JOYNER
Raleigh

GRACE B. KEITH
Lumberton

ROBERT L. KIRBY
Raleigh

GAIL KNIERIEM
Raleigh

CLARENCE KOESTER
Atlanta, Ga.

KAY LAMBETH
Thomasville

GEORGE J. LENESS
New York

ROBERT H. LEWIS
Raleigh

WILLIAM L. LEWIS
Sanford

MABEL CLAIRE MADDREY
Raleigh

WILLIAM E. MANGUM
Raleigh

MARGARET C. MARTIN
Raleigh

IRENE MONEY
Madison

JEANELLE MOORE
Raleigh

ALBERT L. MORRIS
Raleigh

NAOMI MORRIS
Raleigh

CYNTHIA McENERY
Raleigh

EUGENE OWENS
Charlotte

JAMES R. PADEN
Raleigh

PAULINE D. PERRY
Winston-Salem

ANNIE LAURIE POMERANZ
Sanford

MARGARET PRUITT
Louisburg

SARAH C. RAWLEY
Jamestown

E. KEMP REECE
Greensboro

FRED E. REIBER
Raleigh

E. N. RICHARDS
Raleigh

FRANK E. ROBERTS
Charlotte

VIRGINIA L. ROBERTSON
Rocky Mount

A. PAUL ROGERS, JR.
Tabor City

JOHN L. SALLY
Raleigh

MARY BIDDLE SEMANS
Durham

JOHN M. SIMMS, SR.
Alexandria, Va.

BARON D. SMITH
Wingate

R. V. SPRACKLIN
Charlotte

RON STAMEY
Raleigh

NELSON STRAWBRIDGE
Durham

WILLIAM R. STROUD
Raleigh

W. E. STURDIVANT
N. Wilkesboro

COOPER E. TAYLOR
Raleigh

WYATT TAYLOR
Raleigh

W. HAROLD TRENTMAN
Raleigh

WILLIAM F. TROXLER
Raleigh

ROYSTER M. TUCKER
High Point

WILLIAM C. VICK
Raleigh

E. T. VINSON
Greenville

IRVING H. WAINWRIGHT
Richmond, Va.

STRAUGHAN H. WATKINS
Henderson

GLENN W. WILCOX
Asheville

ALFRED WILLIAMS, III
Raleigh

JOHN A. WILLIAMS, JR.
Raleigh

W. FRED WILLIAMS
Greensboro

AZALEA WIYGUL
Raleigh

WILLIAM L. WYATT, JR.
Raleigh

J. HOWARD YOUNG, JR.
Murfreesboro, Tenn.

ALUMNAE ASSOCIATION

Officers 1979-80
(Date following name indicates year of graduation)

MYRA MOTLEY PRINCE, 1942
President
Raleigh

GAIL BRINN WILKINS, 1961
Vice President
Charlotte

JANE GUION KANIPE, 1965
Secretary
Raleigh

JOYCE McINTYRE RUDISILL, 1942
Past President
Charlotte

BETTIE GRIFFIN WATTS, 1966
Director, Asheville Region
Asheville

HELEN WALKER HARRIS, 1951
Director, Charlotte Region
Gastonia

SUZANNE GEORGE PALMER, 1970
Director, Elizabeth City Region
Edenton

MARY PITTARD SHIPP, 1965
Director, Fayetteville Region
Fayetteville

KATE HUGGINS MORROW, 1969
Director, Greensboro Region
Greensboro

BETTY LESTER SMITH, 1966
Director, New Bern Region
Ayden

NANCY YATES DOVE, 1970
Director, Wilmington Region
Whiteville

JO CROWDER DERMID, 1964
Director, Winston-Salem Region
Clemmons

Committee Chairmen

SUE PAGE HUMPHREY, 1950
Public Information
Shannon

BETH WOODY CARROLL, 1961
Awards and Recognition
Apex

CATHERINE ELIZABETH MOORE, 1950
Education
Raleigh

DOROTHY LOFTIN GOODWIN, 1947
Placement
Apex

PAM FAISON BREWER, 1974
Recruitment
Roxboro

MARY JON GERALD ROACH, 1956
Institutional Development and Scholarships
Greensboro

FACULTY
(1979-80)

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HELENA W. ALLEN, M.Ed. (1952)
Assistant Professor of Health and Physical Education
B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)
Assistant Professor of Education
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

LYN G. AUBRECHT, Ph.D. (1974)
Assistant Professor of Psychology
A.A., Thornton Jr. College; B.S., M.S., Illinois State University; Ph.D., Ohio State University.

JOE BAKER, A.B. (1966)
Vice President for Business and Finance
A.B., Mississippi College.

VERGEAN R. BIRKIN, A.M. (1963)
Assistant Professor of Geography
A.B., A.M., University of Colorado; graduate study, University of North Carolina at Chapel Hill.

CYNTHIA BISHOP, Ph.D. (1977)
Assistant Professor of Sociology
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MARTHA L. BOUKNIGHT, M.Ed. (1966)
Instructor of Mathematics
A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; graduate study, University of South Carolina, Wake Forest University, Duke University, North Carolina State University.

BETTY WEBB BREWER, A.M. (1971) (1974)
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JAMES R. BRISCOE, Ph.D. (1976)
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B.Mus., University of Alabama; A.M., Ph.D., University of North Carolina at Chapel Hill.

JOSEPH A. BROWDE, Ed.D. (1974)
Associate Professor of Education
A.B., Rutgers University; B.D., Eastern Baptist Theological Seminary; A.M., Ed.D., Syracuse University.

CLARA R. BUNN, Ph.D. (1969)
Professor of Biology
A.B., Meredith College; M.S., Ph.D., North Carolina State University.

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College
Professor of History and Political Science
A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

KENNEITH H. CALVERT, Ed.D. (1973)
Assistant Professor of Education
B.S., Jacksonville State University; A.M., Ed.D., University of Alabama; summer study, Samford University.

MARIE W. CAPEL, M.Ed. (1971)
Director of Career Services and
Cooperative Education
A.B., George Washington University; M.Ed., North Carolina State University.

MARIE CHAMBLEE, M.A.T. (1977)
Instructor of Health and Physical Education
B.S., East Carolina University; M.A.T., University of North Carolina at Chapel Hill.

JAMES L. CLYBURN, M.S. (1958)
Assistant Professor of Music
A.B., Elon College; M.S., Julliard School of Music.

BERNARD H. COCHRAN, Ph.D. (1960)
Professor of Religion
A.B., Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University; post-doctoral research, Yale University.

BETTY H. COOK, M.H.E. (1976)
Instructor of Home Economics
B.S., West Virginia University; M.H.E., University of Georgia.

ROGER H. CROOK, Ph.D. (1949)
Professor of Religion
A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; post-doctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

CHARLES A. DAVIS, Ph.D. (1967)
Assistant Dean of the College and Registrar
Professor of Mathematics
B.S., M.A.M., Ph.D., North Carolina State University.

BEATRICE DONLEY, Mus.B. (1942)
Professor of Music
Mus.B. (Voice), Mus.B. (Public School Music), West Virginia University; voice with Horatio Connell, Julliard School of Music; voice with Adelaide Gescheidt, New York.

JAMES H. EADS, JR., M.S. (1958)
Assistant Professor of Biology
A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

JAMES C. B. FOGLE, Ph.D. (1977)
Assistant Professor of Music
A.B., Elon College; A.M., Ph.D., University of North Carolina at Chapel Hill.

ROBERT G. FRACKER, A.M. (1962)
Assistant Reference Librarian
B.S., East Tennessee State College; A.M., Appalachian State University; graduate study, Duke University.

LOIS FRAZIER, Ed.D. (1954)
Professor of Business and Economics
B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

KAY A. FRIEDRICH, M.P.H. (1967)
Instructor of Home Economics
B.S., graduate study, Michigan State University; M.P.H., University of North Carolina at Chapel Hill.

PHYLLIS W. GARRISS, Mus.M. (1951)
Assistant Professor of Music
A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music.

ROSALIE P. GATES, Ph.D. (1965)
Associate Professor of History
A.B., A.M., Ph.D., Duke University; post-doctoral research, Delhi University, India.

SUSAN GILBERT, Ph.D. (1966) (1976)
Assistant Professor of English
A.B., Duke University; A.M., University of Virginia; Ph.D., University of North Carolina at Chapel Hill.

ELLEN B. GOODE, Ed.D. (1976)
Assistant Professor of Home Economics
B.S., Virginia Polytechnic Institute; M.S.H.E., University of North Carolina at Greensboro; Ed.D., North Carolina State University.

J. CRAIG GREENE, M.F.A. (1977)
Visiting Lecturer in Art
A.B., Mars Hill College; M.F.A., University of North Carolina at Greenboro; graduate study, North Carolina State University.

ROSALIND GRENFELL, M.S. (1979)
Instructor of Home Economics
B.S., M.S., Virginia Polytechnic Institute and State University.

CAROLYN B. GRUBBS, M.A.T. (1963)
(On Sabbatical leave, Fall 1980)
Assistant Professor of History
A.B., Meredith College; M.A.T., Duke University; graduate study, Columbia University, North Carolina State University, University of North Carolina at Chapel Hill.

FRANK L. GRUBBS, Ph.D. (1963)
Professor of History
A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

ISABELLE HAESELER, M.S.M. (1956)
Assistant Professor of Music
B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

ROYSTER C. HEDGEPETH, Ph.D. (1977)
(Fall 1979 only)
Vice President for Institutional Advancement
A.B., Wake Forest University; M.Ed., University of Florida; Ph.D., Cornell University.

LYNNE HENDERSON, M.L.S. (1976)
Reference Librarian
A.B., Mount Holyoke College; M.R.E., Drew University; M.L.S., Rutgers University.

JOHN B. HOLT, Ph.D. (1972)
Assistant Professor of Foreign Languages
A.B., University of Virginia; A.M., Ph.D., Harvard University.

ROSEMARY T. HORNAK, Ph.D. (1977)
Assistant Professor of Psychology
A.B., Wheeling College; A.M., Ph.D., Ohio State University.

R. JOHN HUBER, Ph.D. (1974)
Associate Professor of Psychology
A.B., Kent State University; A.M., University of Vermont; Ph.D., University of New Hampshire.

LUTHER M. HUGGINS, A.A. (1969)
Director of Equitation
A.A., Presbyterian Junior College.

SALLY R. HUMBLE, Ph.D. (1972)
Assistant Professor of English
A.A. Mars Hill College; A.B., Wake Forest University; M.A.T., Ph.D., Duke University.

CARL ELBERT JOHNSON, Ph.D. (1977)
(Fall 1979 only)
Assistant Professor of Religion
A.B., Campbell College; M.Div., Colgate Rochester Divinity School; Ph.D., Duke University.

JAMES R. JOHNSON, III, Ph.D. (1979)
Assistant Professor of Business
A.B., Elmhurst College; Ph.D., Duke University.

MARY BLAND JOSEY, M.Ed. (1953)
Director of Admissions
A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

HENRY L. KAMPHOEFNER, D.F.A., LL.D. (1979)
Distinguished Visiting Professor of Art
B.S., University of Illinois; M.Arch., Columbia University; Certificate in Design from Beaux Arts Institute of Design; D.F.A., Morningside College; LL.D. Ball State University.

IONE KEMP KNIGHT, Ph.D. (1956)
Professor of English
A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

VIVIAN KRAINES, Ph.D. (Spring 1979)
Assistant Professor of Mathematics
A.B., Ph.D., University of California.

ANN W. KURTZ, Ph.D. (1979)
Associate Professor of Foreign Languages
A.B., Wellesley College; A.M., Ph.D., University of Maryland.

WILLIAM R. LEDFORD, Ph.D. (1957)
Associate Professor of Foreign Languages
A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)
Dean of Continuing Education
Professor of History
B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

JONATHAN A. LINDSEY, Ph.D. (1977)
Head Librarian
A.B., George Washington University; B.D., Ph.D., Southern Baptist Theological Seminary; M.S.L.S., University of Alabama.

W. DAVID LYNCH, D.M.A. (1969)
Professor of Music
Mus. B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

JERRY E. McGEE, Ed.D. (January, 1980)
Vice President for Institutional Advancement
B.S., East Carolina University; A.M., Appalachian State University; Ed.D., Nova University.

JOE MARON, M.F.A. (1972)
Assistant Professor of Art
A.B., M.F.A., Brooklyn College.

MARIE MASON, Ph.D. (1969)
Associate Professor of Psychology
Director of Health Services
A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)
Associate Professor of Health and Physical Education
B.S., University of North Carolina at Greensboro; A.M., New York University.

DONNA D. MOSIER, M.B.A. (1979)
Instructor of Business
A.B., State University College of Potsdam; M.B.A. Clarkson College of Technology.

REBECCA J. MURRAY, Ed.D. (1974)
Associate Professor of Education
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University; post-doctoral study, North Carolina State University.

RICHARD L. NEELEY, Ph.D. (1977)
Assistant Professor of Chemistry
B.S., Davidson College; M.S., Ph.D., University of Illinois.

MELVIN J. OLIVER, JR., M.B.A. (1978)
Instructor of Business
B.B.A., Wake Forest University; M.B.A., University of Pennsylvania.

ALLEN F. PAGE, Ph.D. (1973)
Associate Professor of Religion
A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

THOMAS C. PARRAMORE, Ph.D. (1962)
Associate Professor of History
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

CLEO PERRY, A.B. (1975)
Director of Alumnae Affairs
A.B., Meredith College.

DOROTHY K. PRESTON, Ph.D. (1961)
Associate Professor of Mathematics
A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D., North Carolina State University.

ROBERT K. REID, Ph.D. (1979)
Assistant Professor of Biology
B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

MARGARET GOLDSMITH RICE, Mus.M. (1979)
Artist-in-Residence, Voice
Mus.B., Mus.M., University of Illinois.

NORMA ROSE, Ph.D. (1937)
Professor of English
A.B., Meredith College; A.M., University of North Carolina; Ph.D., Yale University.

DONALD C. SAMSON, JR., Ph.D. (1976)
Assistant Professor of English
A.B., Cornell University; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, North Carolina State University, Princeton University.

ROBERTA SEABROOK, Ph.D. (1978)
Assistant Professor of Foreign Languages
A.B., Adelphi University; Ph.D., City University of New York.

REGINALD B. SHIFLETT, Ph.D. (1978)
Associate Professor of Chemistry
B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)
Instructor of Photography and Foreign Languages
A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

EVELYN P. SIMMONS, M.S. (1962)
Assistant Professor of Economics
B.S., Georgia State College for Women; M.S., University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

JUDY JO SMALL, A.M. (1979)
Instructor of English
A.B., Duke University; A.M., University of Pennsylvania; graduate study, University of North Carolina at Greensboro and North Carolina State University.

LAROSE F. SPOONER, M.A.T. (1967)
Assistant to the President (1980)
Director of Financial Aid (1979)
Director of Institutional Research (Spring 1979)
A.B., Tift College; M.A.T., Duke University; graduate study, North Carolina State University.

CHARLES V. STEWART, Ph.D. (1976)
Assistant Professor of Political Science
A.B., Haverford College; M.A., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill.

MARILYN M. STUBER, Ed.D (1965)
Associate Professor of Home Economics
B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

EUGENE M. SUMNER, M.S.W., A.C.S.W. (1973)
(Leave of Absence, 1979-80)
Instructor of Sociology
A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill.

LESLIE W. SYRON, Ph.D. (1945)
Professor of Sociology
A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

LOUISE TAYLOR, Ph.D. (1978)
Assistant Professor of English
A.B., Swarthmore College; A.M., Florida State University; M.A., Duke University; Ph.D., Florida State University.

OLIVE D. TAYLOR, M.Ed. (1970)
Instructor of Mathematics
B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University, Appalachian State University.

SANDRA CAROL THOMAS, Ph.D. (1974)
Vice President for Student Development
A.B., University of Texas; M.S., Indiana University; Ph.D., Saint Louis University.

PHYLLIS M. THOMPSON, M.F.A. (1978)
Instructor of Speech and Theater
B.F.A., University of Connecticut; A.M., Michigan State University; M.F.A., Florida State University.

CHARLES R. TUCKER, Ph.D. (1966)
Associate Professor of Sociology
A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)
Assistant Professor of Music
A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music.

JOHN EDGAR WEEMS, Ed.D. (1972)
President
B.S., A.M., Ed.D., George Peabody College.

SUSAN B. WESSELS, M.B.A. (1978)
Instructor of Business and Economics
A.B., Grove City College; M.B.A., DePaul University.

DEBORAH B. WHELAN, A.M. (1978)
Instructor of Health and Physical Education
B.S., East Stroudsburg State College; A.M., American University.

JOYCE D. WHITE, M.Ed. (1973)
Dean of Students
A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; graduate study, North Carolina State University, Indiana University, Duke University.

LEONARD WHITE, A.M. (1964)
Associate Professor of Art
A.B., A.M., University of North Carolina at Chapel Hill.

HERBERT H. WILLIAMS, Ph.D. (1977)
Technical Services Librarian
A.B., Duke University; A.M., Ph.D., Princeton University; M.S.L.S., University of North Carolina at Chapel Hill.

LARRY C. WILLIAMS, Th.M. (1973)
College Minister
A.B., Wake Forest University; Th.M., Southeastern Baptist Theological Seminary; additional study, Theological Seminary, Drew University.

ELIZABETH WILSON, M.Ed. (1973)
Counselor
A.B., M.Ed., University of North Carolina at Chapel Hill.

BURGUNDE WINZ, A.M. (1978)
Instructor of Foreign Languages
A.B., A.M., ADI-Germersheim, West Germany.

RHONDA M. ZINGRAFF, A.M. (1979)
Instructor of Sociology
B.S., Virginia Commonwealth University; A.M. and doctoral study (all but dissertation), Bowling Green State University.

APPOINTMENTS FOR 1980-81

(As of April, 1980)

JEANNE B. GREALISH, M.M. (1980)
Artist-in-Residence, Voice
A.B., Meredith College, M.M., Artist Diploma, New England Conservatory; Study at Vienna Academy of Music and The University of New Mexico.

PEGGY STARKEY, Ph.D. (1980)
Assistant Professor of Religion
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GARY L. WHALEY, Ph.D. (1980)
Assistant Professor of Business
B.S., M.B.A., Miami University; Ph.D., SUNY at Buffalo.

ED WHEELER, Ph.D. (1980)
Associate Professor of Mathematics
A.B., Samford University; Ph.D., University of Virginia.

PART-TIME FACULTY (1979-80)

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

MARTHA B. ABERNETHY, Mus.M. (1975)
Instructor of Music
Mus.B., Oberlin College; Mus.M., University of North Carolina at Chapel Hill.

RICHARD BEHRMAN, M.B.A. (Spring 1980)
Instructor of Business
B.B.A., Iowa College; M.B.A., New York University.

BEVERLY BOGGS, A.M. (1977)
Instructor of Music
B.M.E., Baylor University; A.M., State University of New York at Binghamton.

ANNA Y. BRISCOE, Mus.M. (1977)
Instructor of Music
Mus.B., Mississippi University for Women; Mus.M., University of Alabama.

DONALD BROOM, A.M., (Spring 1980)
Instructor of Business
A.B., A.M., University of New Orleans; graduate study, University of North Carolina at Chapel Hill.

RACHEL M. BROWN, B.S. (Spring 1978)
Instructor of Art
B.S., University of Bridgeport.

AMELIA COTTEN, Mus.B. (1977)
Instructor of Music
Mus.B., Meredith College.

CURTIS CRAVER, JR. (1979)
Instructor of Music

ALICE W. DAUGHERTY, Mus.B. (1971)
Instructor of Music
Mus.B., Lawrence College; additional study, Julliard School of Music.

BROCK W. DOWNWARD, D.M.A. (1976)
Instructor of Music
Mus.B., Oberlin College; Mus.M., D.M.A., Eastman School of Music of the University of Rochester.

RACHEL EAGLES, B.S. (1979)
Instructor of Mathematics
B.S., Wake Forest University.

SARAH ENGLISH, Ph.D. (1979)
Instructor of English
A.B., Duke University; Ph.D., University of North Carolina at Chapel Hill.

BETTY JO FARRINGTON, A.B. (1969)
Instructor of Music
A.B., Meredith College.

WILLIAM WALLACE FINLATOR, JR., Ph.D. (1973)
Instructor of Foreign Languages
A.B., Wake Forest University; A.M., University of Pennsylvania; Ph.D. Yale University.

ANNE FOUNTAIN, Ph.D. (1979)
Instructor of Foreign Language
A.B., A.M., Indiana University; Ph.D., Columbia University.

MURIEL A. FRAZIER, M.A.T. (1978)
Instructor of Education
A.B., University of North Carolina at Chapel Hill; M.A.T., Duke University.

JOHN W. GIVVINES, B.S. (1975)
Instructor of Art
B.S., Western Carolina University.

ALICE Y. GOODE, Mus.B. (1974)
Instructor of Music
Mus.B., Texas Technological University.

BLUMA K. GREENBERG, A.M. (1976)
Instructor of Art
A.B., Duke University; A.M., University of North Carolina at Chapel Hill.

JOHN F. GREENE, Mus.M. (Spring 1978)
Instructor of Music
Mus.B., Mus.M., University of North Carolina at Greensboro.

PAULINE P. HUBER, B.S. (1977)
Instructor of Health and Physical Education
B.S., University of Vermont.

JOHN HUGGARD, J.D., (1979)
Instructor of Business
A.B., J.D., University of North Carolina at Chapel Hill.

HELEN H. JONES, A.M. (1969)
Instructor of English
A.B., A.M., University of North Carolina at Greensboro.

WILLIAM A. KELLY, JR., Ph.D. (Spring 1980)
Instructor of Business
A.B., Rice University; Ph.D., University of North Carolina at Chapel Hill.

TOM L. LOHR, Mus.M. (1979)
Instructor of Music
Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

PATRICIA LONG, M.C.M. (1973)
Instructor of Music
A.B., Meredith College; M.C.M., Southwestern Baptist Theological Seminary.

MARILYN S. LYNCH, A.M. (1971)
Instructor of Music
Mus.B., Syracuse University; A.M., Eastman School of Music.

ANDREW F. McKAY, JR., A.B. (Spring 1980)
Instructor of Education
A.B., University of North Carolina at Greensboro.

ANNE MACKIE, M.S.W. (1979)
Instructor of Sociology
A.B., Beaver College; M.S.W., University of North Carolina at Chapel Hill.

BETH MACKIE, A.M. (1979)
Instructor of Religion
A.B., Agnes Scott College; A.M., Duke University.

D. JANE MAGRATH, Mus.M. (1976)
(Leave of Absence, 1979-80)
Instructor of Music
Mus.B., Wesleyan College; Mus.M., University of North Carolina at Chapel Hill.

SYBIL B. MILLER, Ph.D. (1979)
Instructor of Biology and Chemistry
B.S., Meredith College; Ph.D., North Carolina State University.

RIVKA MOSTOW (1977)
Instructor of Music
Artist diploma, Tel-Aviv University, Israel.

STEWART A. NEWMAN, Th.D. (1973)
Visiting Lecturer of Philosophy
A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; post-doctoral study, Duke University, Northwestern-Barrett, University of Rochester.

JANICE PEERY, Mus.M. (1979)
Instructor of Music
Mus.B., University of Western Ontario; Mus.M. University of North Carolina at Chapel Hill.

MIRIAM PETERSON, M.P.H. (Spring 1980)
Instructor of Home Economics
B.S., Carnegie-Mellon University; M.P.H., University of Michigan.

CHRISTINA A. PRITCHARD, A.B. (1976)
Instructor in Equitation
A.B., Meredith College.

NANCY RADFORD, Mus.B. (1979)
Instructor of Music
Mus.B., Meredith College.

PATRICIA C. RAMSEY, M.S.W. (1977)
(Leave of Absence 1979-80)
Assistant Professor of Social Work
A.B., North Carolina Central University; M.S.W., New York University; graduate study, Yeshiva University.

ELEANOR REUER, M.F.A. (Spring 1978)
Instructor of Art
B.F.A., University of North Carolina at Greensboro; M.F.A., University of North Carolina at Chapel Hill.

NANCY RIVA-PALACIO, A.M. (1979)
Instructor of Music
A.B., Westhampton College; A.M., Columbia University; Certificat d'Etudes, Sorbonne, University of Paris.

THEODORE C. RUSSELL, Ph.D. (1977)
Instructor of Music
B.S., North East Missouri State Teachers College; M.M., Northwestern University; Ph.D., University of Minnesota.

NANCY C. SASNETT, M.Ed. (1971)
Instructor of Business
B.S., Pfeiffer College; M.Ed., University of North Carolina at Greensboro.

JOHN SKVARLA, J.D. (Spring 1979)
Instructor of Business
A.B., Manhattan College; J.D., University of North Carolina at Chapel Hill.

MARTHA F. SMITH, A.B. (1979)
Instructor of Health and Physical Education
A.B., Greensboro College.

RICHARD SOUTHWICK, A.M. (1972)
Instructor of Music
B.S., A.M., Ohio State University.

JANE W. SULLIVAN, Mus.B. (1966)
Assistant Professor of Music
A.B., Mus.B., Meredith College; graduate study, University of North Carolina at Chapel Hill.

PHYLLIS TYLER, M.S.W. (Spring 1980)
Instructor of Sociology
B.S., University of Minnesota; M.S.W., University of North Carolina at Chapel Hill.

PAMELA WHITLOW, Mus.B. (1977)
Instructor of Music
Mus.B., Southern Illinois University.

MARY WILDER, A.B. (Fall 1978)
Instructor of Mathematics
A.B., Coker College.

BRENDA WINDHAM, Mus.M. (1979)
Instructor of Music
B.M.E., Central Methodist College; Mus.M., New England Conservatory.

INGE WITT, A.B. (1976)
Instructor of Music
A.B., London University.

FACULTY EMERITI

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HAZEL BAITY, A.B. in L.S. (1941)
Librarian
A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

LILA BELL, M.Ed. (1941)
Associate Professor of Education
A.B., University of North Carolina at Greensboro; M.Ed., Duke University; graduate study, Columbia University, University of North Carolina at Chapel Hill.

ERNEST F. CANADAY, Ph.D. (1920)
Professor of Mathematics
A.B., William Jewell College; A.M. Missouri University; Ph.D., Duke University.

HARRY E. COOPER, Mus.D. (1937)
Professor of Music
A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory, Fellow, American Guild of Organists; Guy Weitz, London.

JANE G. DEESE, A.M. (1945)
Technical Services Librarian
A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

HARRY K. DORSETT, A.M. (1941)
Associate Professor of Education
A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

LOUISE E. FLEMING, A.M. (1950)
Dean of Students
A.B., Meredith College; A.M., Columbia University; graduate study, Union Theological Seminary, University of Chicago Divinity School.

SUSAN FREUND, Ph.D. (1947)
Associate Professor of Foreign Languages
Ph.D., University of Heidelberg.

MAE F. GRIMMER, A.B. (1916)
Director of Alumnae Affairs
A.B., Meredith College.

JENNIE M. HANYEN, A.M. (1931)
Professor of Home Economics
B.S., A.M. Columbia University.

MARY LYNCH JOHNSON, Ph.D. (1918)
Professor of English
A.B., Meredith College; A.M., Columbia University; Ph.D., Cornell University; L.H.D., Wake Forest University; post-doctoral research, British Museum, Cambridge University, Oxford University, University of London.

MARGARET C. MARTIN, A.M. (1953, 1964)
Director of Alumnae Affairs
A.B., Meredith College; A.M., Columbia University.

LEISHMAN A. PEACOCK, Ph.D. (1948)
Professor of English
A.B., A.M., Wake Forest University; Ph.D., Pennsylvania State University; graduate study, Columbia University.

STUART PRATT, Mus.M. (1942)
Professor of Music
A.B., Hartwick College; Mus.B., Philadelphia Musical Academy; Mus.M., Syracuse University; two years in Berlin, Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri.

DAVID R. REVELEY, Ph.D. (1955)
Professor of Education
A.B., Hampden-Sydney College; A.M., Ph.D., University of Virginia.

JOHN A. YARBROUGH, Ph.D. (1943)
Professor of Biology
A.B., Oklahoma Baptist University; M.S., University of Okalahoma; Ph.D., State University of Iowa; graduate study, Northwestern University.

MARY YARBROUGH, Ph.D. (1928)
Professor of Chemistry and Physics
A.B., Meredith College; M.S., North Carolina State University; Ph.D., Duke University.

ADMINISTRATION (1980-81)

The date in parentheses indicates the year in which the individual joined the Meredith administration.

Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)
President

LaROSE F. SPOONER, M.A.T. (1967)
Assistant to the President
Director of Institutional Research

MADGE D. DILLARD (1973)
Administrative Secretary

EVE P. DULANEY (1979)
Administrative Secretary

MARY LYNCH JOHNSON, Ph.D. (1918)
Professor Emeritus and College Historian

Academics

Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean

ANNE E. PICKARD, A.A. (1974)
Administrative Secretary

DOTTY LOU GANDY (1979)
Secretary to the Faculty

PENNY SMITH (1979)
Secretary to the Faculty

DORIS WALL (1971)
Secretary to the Faculty

BETTY JEAN YEAGER, A.B. (1948)
Secretary to the Faculty

Office of the Registrar

CHARLES A. DAVIS, Ph.D. (1967)
Assistant Dean of the College and Registrar

SUE TODD, A.B. (1968)
Assistant Registrar

Records Secretary

LAURA McCANCE (1978)
Secretary

Library

JONATHAN A. LINDSEY, Ph.D. (1977)
Head Librarian

LYNNE HENDERSON, M.L.S. (1976)
Reference Librarian

ROBERT G. FRACKER, A.M. (1962)
Assistant Reference Librarian

HERBERT H. WILLIAMS, Ph.D. (1977)
Technical Services Librarian

DOROTHY QUICK, B.S. (1970)
Circulation Librarian

ALICE McNEIL (1976)
Library Technical Aide

GERALDINE SARGENT (1978)
Secretary

MARGARET SEXTON (1975)
Library Assistant

LAURA CRUMPLER (1979)
Library Assistant, Music Library

Office of Continuing Education

SARAH McCULLOH LEMMON, Ph.D. (1947)
Acting Dean

ANNE C. DAHLE, M.Ed. (1972)
Director of Credit Programs and Counseling

EMILY P. JOHNSON, J.D. (1979)
Director of Legal Assistants Program

BARBARA H. WILLIS, A.B. (1978)
Program Coordinator

GAYLE PEACOCK, A.B. (1979)
Secretary

International Studies

ROGER CROOK, Ph.D. (1949)
Coordinator

Business and Finance

Office of the Vice President for Business and Finance

JOE BAKER, A.B. (1966)
Vice President

EUNICE WILLIAMS (1975)
Chief Accountant

JANET HAITHCOCK (1979)
Accountant

VIRGINIA SCARBORO, A.A. (1961)
Administrative Secretary

DELORES POLLARD (1979)
Payroll and Personnel Records Clerk

FRANCES HANNAH (1977)
Accounts Payable Clerk

BRENDA HARGIS (1975)
Accounts Receivable Clerk

Computer Services

RACHEL EAGLES, B.S., (1979)
Director of Computer Services

SAMUEL COLLINS (1973)
Director of Operations

GLORIA CHILCOAT (1972)
Assistant Director of Operations

COLLEGE CALENDAR AND SUMMER PROGRAMS

MARIE MASON, Ph.D. (1969)
Coordinator

CATHY WILLARD (1979)
Secretary

College Store and Post Office

DRU M. HINSLEY, A.B. (1953)
Manager

RUTH L. GOWER (1959)
Assistant Manager

SHEILA DULANEY (1974)
Post Office Clerk

FRANCES BLUE (1973)
Store Clerk

KATHRYN COOK, A.B. (1979)
Store Clerk

Central Services

FRED THOMPSON (1976)
Director

VIKKI HARRIS (1976)
Press Operator

Food Services (ARA Slater)

JOHN PACKER, B.S. (April, 1979)
Manager

ALICE F. RENEGAR (1971)
Banquet Manager

Building and Grounds

HARRY SIMMONS (1949)
Superintendent

LESIA GOODWIN (1979)
Secretary

LON AVENT (1972)
Electrician

SAMUEL WILDER (1979)
Carpenter

DORSEY ADAMS (1978)
Horticulturist

THOMAS EDMONSON (1977)
Carpenter

Maintenance

CONAN ALLEN
WILLIAM CRUMEL
WILLIAM FINCH
ARTHUR JONES
WILLIE KING
JAMES McDONALD
JOHNNY PATTERSON
EDDIE TURNER
WALTER ATTMORE
ROMMIE JONES
ROBERT WILLIAMS

Security

DANIEL G. SHATTUCK
Chief Security Officer

W. W. ADAMS
WORTH BAILEY
WILLIAM GRINER
CHARLES JACKSON
SHERWOOD JONES
L. B. LAWRENCE
DAVID McGHEE
AUBREY UNDERWOOD
LEROY POLLARD
WALLACE VAN DENSEN

Stables

LUTHER M. HUGGINS, A.A. (1969)
Manager

Switchboard

BONNIE SHATTUCK (1979)

JANICE SHATTUCK (1974)
Operators

Residence Halls Maintenance

MARY W. LILES (1960)
Director of Housekeeping Services

ALMA MOBLEY (1972)
Assistant Director of Housekeeping Services and Laundry Supervisor

Housekeepers

MARY ELIZABETH BELL
LOUISE BOOKER
DORIS CLINTON
MARJORIE COLLINS
HAZEL FAISON
CURLIE FULLER
CHRISTENA HILL
ELIZABETH JUDD
CORA LASSITER
ESSIE LEACH
PAULINE McCULLERS
NELLIE PENNINGTON
MABLE ROBINSON
LOIS ROWLAND
MAMIE SANDERS
BEATRICE STRICKLAND
RUTH WARREN
MADIE LITTLE
MARTHA WARREN

Student Development

Office of the Vice President for Student Development

SANDRA C. THOMAS, Ph.D. (1974)
Vice President

JACQUELINE CHAMBLEE (1974)
Administrative Secretary

Office of the Dean of Students

Dean

Secretary

JOY JONES M. Div. (1976)
Resident Adviser, Administrative Assistant

CINDY MAYS, Mus.B. (1979)
Resident Adviser, Administrative Assistant

LYNN MOSS, M.Ed. (1979)
Resident Adviser, Assistant Director Student Activities

MADELINE TEETSELL (1976)
Resident Adviser

FRANCES THORNE (1961)
Resident Adviser

Office of Admissions

MARY BLAND JOSEY, M.Ed. (1953)
Director

SUE E. KEARNEY, A.M. (1966)
Associate Director

SHERA J. HUBE, A.B. (1969)
Assistant Director

KIMBERLY LATHAN, B.S. (1979)
Counselor

E. LOUISE GRAHAM, A.B. (Sept.-Dec. 1979)
Counselor

LUCILLE J. THATCHER, A.M. (1970)
Administrative Secretary

ANNE C. PUGH (1977)
Processing Secretary

MARCIA H. WILLIAMS (1979)
Admissions Secretary

Office of the Campus Minister

LARRY C. WILLIAMS, Th.M. (1973)
Campus Minister

MARJORIE RODBERG, B.S. (1976)
Secretary

Career Services and Cooperative Education

MARIE W. CAPEL, M.Ed. (1971)
Director

BARBARA MUTSCHLER, M.S. (1979)
Assistant Director

SHIRLEY IHNEN, B.S. (1974)
Coordinator of Cooperative Education

CLETA JOHNSON (1979)
Secretary

Office of Financial Aid

AUDREY GARDNER, A.A. (1969)
Director

ALBERTA HAWES (1977)
Secretary

Guidance and Counseling

ELIZABETH WILSON, A.M. (1973)
Counselor

Health Services

MARIE MASON, Ph.D., R.N. (1969)
Director

PATRICIA BROOMHALL, M.D. (1980)
Physician

RUTH PEARCE, R.N. (1980)
Nurse

GEORGIA STEPHENS, R.N. (1979)
Nurse

FRONIA THACKER, B.S., R.N. (1975)
Nurse

Student Activities

PATRICE STRIFERT, A.M. (1979)
Coordinator

MARY LAY (1977)
Secretary

Institutional Advancement

Office of the Vice President for Institutional Advancement

JERRY E. McGEE, Ed.D. (1980)
Vice President

CAROLYN C. ROBINSON, A.B. (1958)
College Editor
Director of Church Relations

SHARON WOODLIEF (1972)
Administrative Secretary

GERALDINE MYERS (1978)
Secretary/Receptionist

DEBORAH BARBER (1979)
Accounting Clerk

Corporate and Parent Relations

ANN R. BRITT, A.M. (1978)
Director

MARTHA HARRELL (1979)
Secretary

Alumnae Affairs

CLEO G. PERRY, A.B. (1975)
Director

DIANE YOUNG (1978)
Secretary

Information Services

WILBURN L. NORTON, JR., A.B. (1970)
Director

PATRICIA O. QUICK (1980)
Secretary

Planned Giving

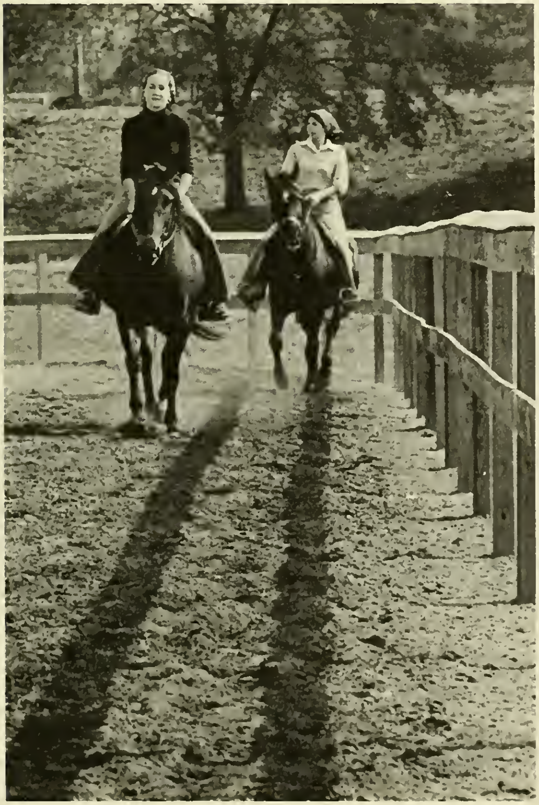
JOHN B. HIOTT, M.Div. (1968)
Director

ANNE M. PURCELL, A.B. (1974)
Secretary

Cooperating Raleigh Colleges

J.P. FREEMAN, Ed.D. (1977)
Director

CAROLYN EDWARDS (1980)
Secretary



BUILDINGS AND GROUNDS

JOHNSON HALL, named in memory of Livingston Johnson and located at the front center of the campus, is the administration building which houses reception rooms and most administrative offices.

CARLYLE CAMPBELL LIBRARY is named in honor of Meredith's fourth president, Carlyle Campbell, who served the college from 1939 to 1966. The building is equipped with ample study tables and carrels, space for eventual growth of the library's book collection (now 90,000) to 100,000 volumes, and facilities for the best that a college such as Meredith needs in educational services.

JOYNER HALL is a classroom building for most courses in education, English, foreign languages, history and political science, mathematics, psychology, religion and philosophy, and sociology and social work. In addition, it contains offices for faculty, a small auditorium equipped with visual aids, a photographic darkroom, seminar rooms, a lounge, and a kitchenette. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

HUNTER HALL, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, business, chemistry, economics, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is available for experimental purposes.

ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. Named for Ellen Dozier Brewer, member of the faculty for 57 years, the Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a students' study, an office for the supervisor, a living room, family room, and kitchen.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses a recently renovated auditorium — a place of many functions for the college community and for off-campus groups as well. The building was renovated in 1978 for the use of speech, drama and art. A modern photographic laboratory and light studio and an art gallery were included in the renovations. Some music practice rooms, studios and classrooms are located in the building.

COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. The organ is named in honor of Harry E. Cooper, former Department of Music chairman for over 30 years, and was installed in 1970. It is a three-manual, 35-rank concert instrument with classic voicing, built by the Austin Organ Company. The organ is used for recitals, chapel services, teaching, and practice.

WEATHERSPOON PHYSICAL EDUCATION-RECREATION BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, an indoor swimming pool, and offices for the Department of Health, Physical Education, and Recreation. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS house 140-170 students each. The majority of the housing accommodations in these multiple-story residence halls follow the suite arrangment of two rooms and a bath for four students; two students occupying a room. The exceptions to this arrangment include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer and Faircloth. These rooms have a private bath for the two occupants. The fourth floors in Vann, Stringfield, Brewer and Faircloth do not always follow the exact suite arrangement but do offer comparable bath facilities. Some rooms on these floors house three students and some house one student.

Telephones are available on each floor, and students may have them installed in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls. The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield; Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family respectively.

BELK DINING HALL, large enough to accommodate the student body; may be reached from most residence halls by covered breezeways. Dedicated in 1970, Belk Dining Hall was named in honor of Carol Grotnes Belk.

DELIA DIXON CARROLL INFIRMARY AND RESIDENCE HALL was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students. There are five rooms with private bath for two students and four rooms for three, two of which have a private bath and two which are joined by a bath. The first floor of Carroll houses the infirmary which has a nurse in residence and a doctor on call 24 hours a day for any medical needs that might arise. The infirmary is well-equipped, contains eight beds, and is completely air-conditioned.

MAE GRIMMER ALUMNAE HOUSE includes offices of the alumnae association, as well as bedroom suites for guests of the College. There are also a reception room and a kitchen for social events. For 36 years Mae Grimmer was executive secretary of the alumnae association, and the house is named in her honor.

FAW GARDEN, located between the Harriet Mardre Wainwright Music Building, Jones Hall, and Heilman Residence Hall, includes a partially enclosed courtyard of brick and garden areas. The garden, named in honor of the J. C. Faw family, includes a variety of evergreen and deciduous plants.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove to the south of Jones Hall, the amphitheater overlooks a four and a half acre lake. An island stage separated from the amphitheater by a moat is complete with lighting and sound systems, making the theater ideally suited for outdoor performances and general college programs. Named for Elva Bryan McIver of Sanford, North Carolina, the amphitheater was made possible by a bequest from this friend of the College.

CATE CENTER contains continuing education facilities, including the 240-seat Kresge Auditorium, offices for counseling and career services; the student supply store, snack bar, student government offices, student publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used to entertain students and other constituents of the College. The house is named in honor of Dr. Luther M. Massey and his wife, Vivian Dawson Massey, in appreciation of their service to Meredith.

MARTIN EQUITATION ARENA is located behind Weatherspoon Physical Education-Recreation Building. A standard size show ring, the arena is equipped with a lighting and sound system and office. The arena was dedicated in 1976 in honor of Zeno Martin and Lorna Bell Broughton.

SHAW FOUNTAIN is positioned on the front center campus near the entrance to the administration building. The six water spouts control 10 water height stages and are illuminated by 20 multi-colored lights. Named in honor of Henry M. Shaw and his wife, Blanche M. Shaw, the 20-foot circular fountain was dedicated in 1974.

MEREDITH COLLEGE STABLES accommodate approximately 40 college-owned horses. Facilities are there for classroom sessions in equitation as well as for outdoor and indoor riding.

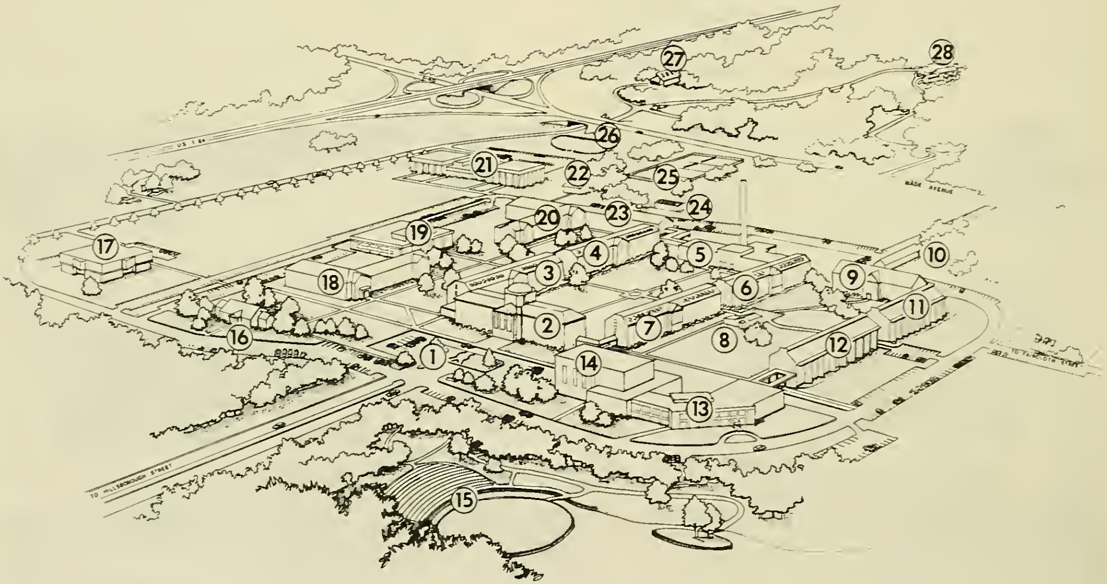
HARRIET MARDRE WAINWRIGHT MUSIC BUILDING, a two-story brick and masonry structure adjacent to Jones Hall, houses a music library, faculty lounge, five offices, three classrooms, eight practice rooms, and 22 teaching studios. Also included in the 21,000 square foot building is the 175-seat Clara Carswell Concert Hall named in honor of Mrs. Guy T. Carswell. The music and fine arts building, named in honor of Mrs. Irving H. Wainwright, was dedicated in 1977.

LOCATION

Located in central North Carolina, Raleigh, home of Meredith College, is a growing city of approximately 156,000 people. The campus, however, is on the western outskirts of the city, and the 225 acres are unspoiled by commercial or residential development. Situated at the junction of two major highways—U.S. 1 and 64 and Interstate 40—there is easy access to other major cities. The Raleigh-Durham Airport, serving the major airlines, is just eight miles from the campus.

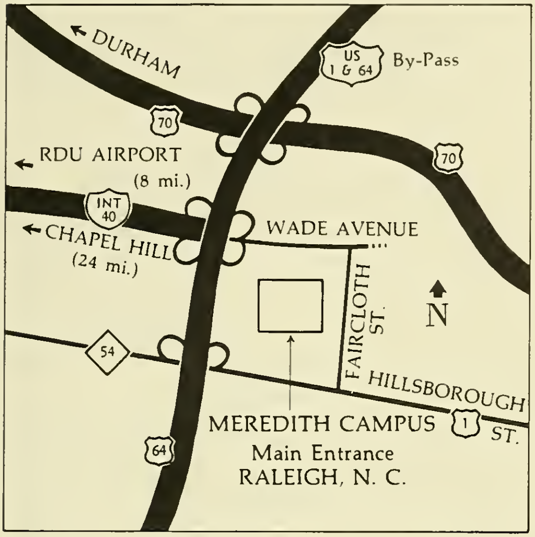
Raleigh is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill. Raleigh is also the home of North Carolina State University. Approximately 25 miles away is Chapel Hill, the site of the University of North Carolina. Duke University is 17 miles away in Durham. Wake Forest University, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities while others enjoy the beaches of coastal North Carolina.



Campus Map

1. Shaw Fountain, 2. Johnson Hall (administration), 3. Vann Residence Hall, 4. Stringfield Residence Hall, 5. Belk Dining Hall, 6. Faircloth Residence Hall, 7. Brewer Residence Hall, 8. Temporary Art Studio, 9. Poteat Residence Hall, 10. Maintenance Shop, 11. Barefoot Residence Hall, 12. Heilman Residence Hall, 13. Harriet Mardre Wainwright Music Building, 14. Jones Hall (auditorium, drama, art), 15. Elva Bryan McIver Amphitheater, 16. Mae Grimmer Alumnae House, 17. Cate College and Continuing Education Center, 18. Joyner Hall (liberal arts, mathematics), 19. Carlyle Campbell Library, 20. Hunter Hall (science, home economics, business administration), 21. Weatherspoon Physical Education-Recreation Building, 22. Ellen Brewer Home Management House, 23. Delia Dixon Carroll Infirmary and Residence Hall (infirmary, first floor; residence, second floor), 24. Continuing Education Office, 25. Tennis Courts, 26. Zeno Martin Arena, 27. Meredith Stables, 28. Massey House (president's residence).



By Auto

Easy access to the Meredith College campus is provided by Interstate 40 and U.S. 1 and 64 (by-pass). The campus is situated on the western-most side of Raleigh and is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the south by Hillsborough Street, and on the west by U.S. 1 and 64 (by-pass). The campus front entrance faces Hillsborough Street, and appropriate highway markings are placed to guide the visitor to the campus.

ENROLLMENT FOR 1979-80

Fall, 1979 Degree Candidates
(Bachelor of Arts, Bachelor of Science, and Bachelor of Music)

Senior	313
Junior	298
Sophomore	374
Freshman	388
Total degree candidates	**1,373**
Non-degree students in credit courses	177
Non-degree students in non-credit courses	485
Total Enrollment, Fall 1979	**2,035**
Summer Enrollment 1979	777

Students in credit courses by state and international students

Alabama	2
Arizona	1
Colorado	3
Delaware	3
D.C.	1
Florida	11
Georgia	5
Illinois	1
Kentucky	2
Maine	1
Maryland	12
Massachusetts	1
New Jersey	6
New York	1
North Carolina	1,332
Pennsylvania	6
South Carolina	9
Tennessee	8
Virginia	133
West Virginia	4
International students	15
U.S. Citizens Abroad	1
TOTAL	1,558

ACADEMIC CALENDAR 1980-81

Fall Semester

	Fall 1980	
Arrival of new students	August	19
Change day		22
New student registration		23
First class day		25
Last day to add a course	August	29
Labor Day Holiday — no classes held	September	1
Last day to drop with a "W" grade		19
Autumn recess begins at 5:00 p.m.	October	10
Classes resume at 8:00 a.m.		15
Mid-term reports due		17
Pre-registration conferences	October 27—November 21	
Thanksgiving recess begins at 1:00 p.m.	November	26
Classes resume at 8:00 a.m.	December	1
Last class day		10
Examinations		11-17

Spring Semester

	Spring 1981	
Registration	January	13
First class day		14
Last day to add a class		20
Last day to drop with a "W" grade	February	10
Founders' Day		27
Mid-term reports due	March	6
Spring recess begins at 5:00 p.m.		6
Classes resume at 8:00 a.m.		16
Classes recess at 3:00 p.m. for Symposium		24
Classes resume at 8:00 a.m.		26

Pre-registration	March 30—	April 16
Easter recess begins after last class	April	16
Classes resume at 8:00 a.m.		21

	Spring 1981	
Last class day	May	8
Examinations		9-15
Commencement		17

Summer School

	Summer 1981	
First session begins	May	25
First session ends	June	12
Second session begins	June	15
Second session ends	July	3
Third session begins	July	6
Third session ends	July	24

1980

AUGUST

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31						

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NOVEMBER

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1981

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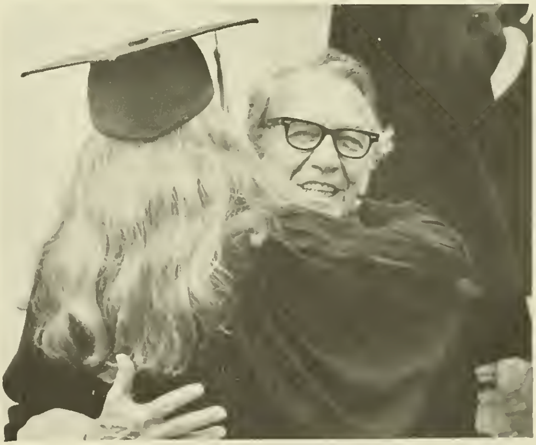
Meredith College Board of Trustees, 1980



CORRESPONDENCE AND VISITS

The mailing address of the College is Raleigh, North Carolina 27611, and the College telephone number is (919) 833-6461. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

academic records
  Dean of the College
admissions
  Office of Admissions
alumnae matters
  Director of Alumnae Affairs
catalogue requests
  Office of Admissions
community educational services
  Office of Continuing Education
educational programs
  Dean of the College
expenses
  Vice President for Business and Finance
financial aid
  Office of Financial Aid
graduate employment
  Office of Career Services
housing matters
  Dean of Students
news items/publications
  Office of Information Services
Parents Association
  Office of Development
student employment
  Office of Financial Aid
student interests
  Dean of Students
student reports
  Registrar
summer school
  Registrar
transcripts
  Registrar
vocational testing
  Office of Career Services

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RALEIGH, NORTH CAROLINA 27611

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CATALOGUE ISSUE 1981-1982

NONDISCRIMINATORY POLICY

Meredith College admits women students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.

meredith

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Summer 1981, Volume 5, Number 3

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CATALOGUE REQUESTS

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A correspondence list may be found on page 144.

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Becky Cross, '82, pages 5 (lower left), 46, and 70. Other photos by Bill Norton.

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PRESIDENT'S MESSAGE

Students and their colleges have much in common, even before they come together in that dynamic relationship between classroom and scholar or between campus and citizen.

For instance, both you and Meredith preceded your study here with a process of selective decision making. The results have exciting prospects. You will change and grow because of your experiences as part of this community of learners. And Meredith will benefit from your contribution to her life and to her history.

Your reasons for selecting Meredith are diverse, I am sure. You may have made your selection because you know that Meredith is a good college with a strong heritage and sound Christian principles; that the faculty is dedicated and innovative; that there is a close personal relationship between faculty and students; that the curriculum is designed to keep pace with the rapidly changing world of the eighties; that Meredith offers much to encourage and support each student who seeks an education here; or simply because of the influence of a family member or friend.

Whatever your reason, this is an exciting time to be a student. It is a particularly exciting time to be a Meredith student as the college community launches into the eighties with confidence in its abilities to grow to be the best women's liberal arts college in the country.

From her beginnings almost a century ago, Meredith's founders, trustees, administrators, and faculty have been committed to providing excellence in education for her students. Trends and pressures to the contrary have only strengthened that commitment, and today Meredith continues to identify and provide that excellence for all who seek an education here.

Welcome to the challenge and joy of being a Meredith student.

John Edgar Weems, *President*

Meredith College: An Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a new college was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the 1835 committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh home in 1926. The College has grown from the single building in downtown Raleigh that was once Baptist Female University to a 225-acre campus with a library, classroom buildings, seven residence halls, administration building, gymnasium, college center, auditorium, and other physical facilities that in design and function reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

ACCREDITATION

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music, and the Council on Social Work Education. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the Association of Intercollegiate Athletics for Women. Graduates of Meredith are eligible for membership in the American Association of University Women.

PURPOSE

Meredith is a women's college of high quality in the liberal arts — a college in which the Christian perspective is the integrative principle in the educational program and whose purpose is to provide experiences through which students will develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to help students aspire to and make a contribution toward

"culture made perfect through the religion of Jesus Christ." In an atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals, to acquire sound knowledge in the arts, sciences, and humanities, to exercise creative imagination, to develop skills in analytical thought and communication, and to achieve a sense of life direction. Thus, students are prepared for leadership and intelligent citizenship, for productive work in the vocations and professions, for graduate and professional study, for good use of leisure, and for homemaking.

A COLLEGE FOR WOMEN

Meredith College was founded on the premise that excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has been graduating highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities and states.

Providing an environment conducive to self-discovery and development, Meredith is well suited for educating women to lead and contribute in society. In addition to sound academic instruction and opportunities for personal growth, the College has developed special programs and study opportunities relevant to the needs of today's women. The College seeks to provide education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual member of the community.

STUDENT LIFE

To provide the most stimulating learning environment possible, Meredith College seeks a diverse student body. The approximately 1,500 enrolled students come from North Carolina, numerous other states and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students returning to the College to continue their educations help provide a heterogeneous

classroom atmosphere, thereby enhancing communication, debate, and idea exchange. Students enjoy an academic and social climate which fosters close communication between students and faculty in an atmosphere of respect and concern for learning and enrichment.

Most students also find time to participate in campus activities and to enjoy the many opportunities of the Raleigh area. Meredith seeks to provide a total educational experience — one where creative, intellectual and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith provides opportunities for her students to participate in a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 156,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities afford additional cultural and social advantages to the Meredith student as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County school system. Thus, a variety of opportunities involve students in the life of an exciting city and state capital, which is home to more than 20,000 college students.

CONTINUING EDUCATION

Meredith is committed to encouraging in each student an appreciation of human development as a lifelong process. Meredith therefore seeks to serve the woman who, as her life unfolds, wishes to expand and continue her education by taking enrichment courses, personal and career development certificate programs and workshops (see page 62), by auditing courses (see page 69), or by taking courses for credit. She may begin a degree, complete a first or second degree, meet post-baccalaureate certification requirements in teaching, social work, or as a legal assistant, update an area of interest or explore a new one (see pages 62 & 63). The Office of Continuing Education is concerned with meeting individual needs and academic interests of women re-entering the educational process at Meredith and of women in the community.

FACULTY

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 60 per cent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 45 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

CURRICULUM

Meredith College offers a curriculum designed to assist the student — living and working as a free person within a community of learners — in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an

intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and a total of 24 majors. Elective courses may provide for further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music.

INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those courses listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work in a business with campus study. Under the auspices of the Cooperating Raleigh Colleges a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount College whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in a selected foreign country whereby a student may earn a full semester's credit at approximately the same cost as on campus. There are departmentally-sponsored overseas programs. In addition a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions.

CAREER DIRECTION

Career opportunities for women are greater now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including the top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering 24 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, students may, with advice from their major department, custom design a cluster of courses which gives specific career direction to their required study in arts, sciences, and humanities.

Pre-Professional Studies

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

Teacher Education

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements of the North Carolina Department of Public Instruction with the College requirements for a sound foundation in the arts, sciences, and humanities as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and abilities developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith seeks to provide for the prospective teacher varied experiences which will result in the development of competencies for the multiracial classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

Social Work

The program in social work is certified by The Council on Social Work Education and offers a sequence of courses leading to beginning competency in social work practice and certification in school social work. For details interested students should consult the Department of Sociology and Social Work. See pages 57 and 114-115.

Head

Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national and ethnic origin, or handicap.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to her on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith College actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other Southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial aid.

FRESHMAN ADMISSION

Requirements

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the $15 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the $15 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

Meredith takes a flexible approach to course requirements for admission. The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12. Her program should include four units in English and at least nine additional credits chosen from English, foreign language, history, social studies, mathematics, and natural sciences. To prepare for the academic program at Meredith, a prospective student should take a strong college-preparatory program throughout high school. Careful attention is given to the applicant's grade average on the academic subjects.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class at least 70 per cent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student who wishes to enroll and who shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

Scholastic Aptitude Test

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the SAT of the College Entrance Examination Board and to have an official report of her

scores sent to Meredith College. For admissions purposes at Meredith, this test should be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 or Box 1025, Berkeley, California 94701. While SAT scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language or some other measure of competency may be requested in addition to or in lieu of SAT scores. (Foreign students, especially those who will be traveling on a student visa, should see pages 23 and 24 for testing expectations.)

Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide names of a school official, a teacher who has taught her in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities. The Office of Admissions writes directly to the references for recommendations to support the application.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in order that any special accommodations that

might be necessary can be arranged by the College.

Interview

Although an admissions conference is not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 144.)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See pages 37 and 38.)

Credentials for Adult Students

A woman who wishes to enter a degree program may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a pre-arranged program as an unclassified student. The woman who chooses to meet freshman admissions requirements may in some instances be advised by the Office of Admissions to substitute other standardized test scores for the SAT. The woman who is 23 years of age or older may wish to take advantage of the opportunity to enter initially as an unclassified student before applying for admission. Under this option, her academic performance at Meredith while an unclassified student becomes the primary criterion for gaining admission to the degree program. (See pages 26 and 62.)

Early Decision Plan

A student who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan. Such a student must file her application *by October 15* of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the SAT prior to her senior year.

The College takes action on early decision applications by November 15 and notifies each candidate immediately of the decision. Accepted students are required to make by December 15 a $100 advance deposit, a non-refundable payment that applies toward freshman year expenses. For information about applying for an early decision on financial aid, see page 34.

Exceptional credentials are not essential for early decision admission, but early acceptance is not realistic for every student. In such a case the student receives notification that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. She is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith College.

Regular Admission Plan

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a $100 advance deposit by May 1. This non-refundable deposit will apply towards her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

Advanced Placement and Credit

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: an Advanced Placement Examination of the College Entrance Examination Board (CEEB); a special departmental examination; a CEEB Achievement Test in French, German, Latin, or Spanish; and/or a subject examination in Introductory Calculus and Introductory Sociology of the College-Level Examination Program. Further information about these opportunities may be obtained by writing the Office of Admissions.

Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department chairman to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

TRANSFER ADMISSION

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, or Bible colleges. There are particular procedures and requirements for applicants from these institutions. (See pages 22-23.)

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See page 69, Residence Credit Requirements.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. See page 56 for information regarding credit requirements for a second degree program.

Requirements

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

An applicant having less than 30 semester hours of college credit at the time of application must also meet freshman admissions requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having 30 or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. Information about the health record is found on pages 17 and 18.

Credentials for Adult Students

A woman who wishes to resume a degree program begun earlier may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a pre-arranged academic program as an unclassified student. The woman who is 23 years of age or older may wish to enroll as an unclassified student before applying for admission. Under this option, her academic performance at Meredith while an unclassified student becomes the primary criterion for gaining admission to the degree program. (See pages 26 and 62.)

Procedure

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable $15 processing fee, by the recommended deadline of Febraruy 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

Applicants for fall or spring are responsible for having an official transcript sent to Meredith College from each college or university attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. The student must provide the names and addresses of her previous dean of students (or similar official), a college professor, and a third person of her choice. The admissions staff sends the student a reference form to forward to the dean of students, and it writes to the other references for supporting recommendations.

Fall transfer application evaluation begins in late February if all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out as quickly as possible after the evaluation process begins. An accepted student for fall must pay $100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by late October if all required credentials are on file. Decisions continue on a rolling system of admission after the evaluation process begins. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later.

Procedures and Requirements for Students from Technical, Business, and Bible Colleges

Because the academic backgrounds of students from technical, business, and Bible colleges are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, or Bible college should follow the procedure described on pages 20 and 21. In addition, she should request her secondary school to send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken.

She should also request the technical, business, or Bible college to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, or Bible college is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted. See page 69 for a description of the evaluation of credits from technical, business and Bible colleges. Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

Evaluation of Credit

After a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 68, 69, and 70 for information about credit regulations. Special attention is called to the maximum credit accepted from a two-year college (66 hours) and to the statement about the minimum number of semester hours, including courses in her major fields, that a student must take at Meredith.

INTERNATIONAL STUDENTS

Meredith College welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language, which is administered by the College Entrance Examination Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. For her own

benefit, the student should be certain that she has adequate health and accident insurance before traveling to the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to $1,000, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

The College is authorized under Federal law to enroll non-immigrant alien students. Further information and application materials are available from the Office of Admissions.

RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith College but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. A special application, obtainable from the Office of Admissions, and a $5 non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith College. If adequate health information is not on file at the College, the student accepted for admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. The membership of this committee is normally the same as that of the academic retention committee which considered her academic situation at the time she was suspended. (See page 73 for a description of the academic retention committee.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental chairman.

A former Meredith student who is 23 years of age or older may wish to follow the procedure described on page 26 for adult students before applying for re-admission.

PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than eleven credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

SPECIAL ADMISSION PROGRAMS

Special Students

Special students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
2. A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

3. A college graduate wishing to pursue a teacher certification program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith College in order to complete the certification program. (See G on page 59.)
4. A college graduate wishing to pursue a social work certification program files an application and an official transcript with the Department of Sociology and Social Work. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith College in order to complete the certification program, and as many as 43 semester hours may be necessary.
5. A student who is 23 years of age or older and is interested in completing a Meredith College degree may enroll as an unclassified degree candiate without fulfilling regular Meredith College admission requirements. This student enters through the Office of Continuing Education where a program of a maximum of 15 semester hours credit is planned for her. This pre-arranged program serves as an admission criteria for later applying for regular admission. The credits earned as an unclassified degree student will be applied toward the student's degree if she is admitted as a degree candidate.
6. A student who is 23 years of age or older and not interested in completing a Meredith College degree may register for courses for credit as a special student. This student registers in the Office of the Registrar on the opening day of the term.

Summer Scholars Program

A high school student having an above average academic record may earn college credit or study simply for enrichment by enrolling as a special student in approved courses in the Meredith College summer school. The Summer Scholars Program is open only to rising senior girls. Information about admissions requirements and other details of the program and Summer Scholar application forms are available from the Office of Admissions.

Senior Scholars Program

High school senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith College. A student approved for participation in the Senior Scholars Program may attend classes for

college credit in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (See page 43.) All freshmen and transfer students are expected to take part in the orientation program. Each student should report to the Office of the Dean of Students upon arrival. Residence halls will open and the orientation program will begin on Thursday, August 20. Registration is scheduled for Tuesday, August 25.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of the residence halls is sent to the student after she is accepted for admission.

SUMMER SESSION

During the summer of 1982, the College will operate three three-week terms, May 24-June 11, June 14-July 2, and July 5-23. Students accepted for admission to the fall term as well as those previously enrolled at Meredith College may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar. See page 26 for information about the Summer Scholars Program for rising high school senior women.

Finances

In these days of rising costs, Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable rates. Fund-raising programs conducted by the Division of Institutional Advancement at Meredith are designed to secure the funds necessary for the maintenance and increased financial stability of the College and for the achievement of the College's programs, services, and mission objectives. A tri-focus fund-raising program is designed to secure funds for current operations, endowment and capital improvements, including renovations and construction of new facilities.

Because the costs of labor, materials, and food are uncertain, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will, of course, be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

TUITION AND FEES

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Special students are non-resident students taking credit courses but not pursuing a degree; their tuition charges are determined by their course loads.

Full-Time Students

(12-18 credit hours and all resident students)

	Semester	*Year*
Resident Students		
Tuition	$ 1,375	$ 2,750
Room, board, laundry, and infirmary	625	1,250
	$ 2,000	$ 4,000
Commuting Students		
Tuition	$ 1,375	$ 2,750

Part-Time Students

(1-11 credit hours)

Tuition (for credit or audit)	$105 per credit hour

Additional Course Fees

Credit in excess of 18 hours	$105 per credit hour

Applied Music

Full-time students	
1 half-hour lesson weekly	$ 50
2 half-hour lessons weekly	$ 85
Class lessons in piano	$ 45
Class lessons in guitar	$ 45
Part-time students (for credit)	
Tuition of $105 per credit hour plus the following fees:	
1 half-hour lesson weekly	$ 50
2 half-hour lessons weekly	$ 85
Class lessons in piano	$ 45
Class lessons in guitar	$ 45
Part-time students (no credit)	
1 half-hour lesson weekly	$145
2 half-hour lessons weekly	$290
Theory-musicianship classes	
No charge for students taking private applied lessons at Meredith	
Students not taking private applied lessons at Meredith	$ 50
Class lessons in piano 1 hour per week	$ 95
Class lessons in guitar 1 hour per week	$ 95
Suzuki violin classes — 2 half-hour lessons weekly	$ 110
Pace piano classes — two 45 minute classes per week	$210

Education

Education 439 — Student Teaching	$ 50

Home Economics

Home Ec. 455 — Home Management Residence— Non-Residents	$50

Physical Education

Golf, bowling, racquetball, and snow skiing fees are set at the beginning of each semester.

Full-time students	
2 lessons weekly	$ 105
Part-time students	
1 lesson weekly	$ 105
2 lessons weekly	$150

Auditing Courses

Full-time students	no charge
Part-time students	$105 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, art supplies, gym clothes, and other instructional expenses are not included in the above charges.

Special Fees

Application fee for new students	$ 15
Application fee for students seeking re-admission	$ 5
Graduation fee (partially covers direct cost of graduation)	$ 20
Transcripts	$1.00 each

Breakage fee Students will be billed for unjustifiable damage to college property.	
Health services Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Students will be billed for additional service in case of serious or prolonged illness, for all special medical prescriptions, x-rays, and fluoroscope. Only emergency service is supplied for non-resident students.	
Boarding a horse	$110 per month

TERMS OF PAYMENT

Payment Schedule

Application fee accompanies application	$ 15
Advance payment for all entering students	$100

Students who are accepted on the Early Decision Plan must make payment on or before December 15. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $15 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance Payment for returning students	$100

All returning resident students must make this deposit before February 15. The fee will be credited to the returning student's account. For resident students who withdraw after the payment of the deposit, $85 will be refunded if the request is received by May 1.

All commuting students must make this deposit before April 15. For commuting students who withdraw after the payment of the deposit, $85 will be refunded if request is received by July 1.

	Resident	*Commuting*
Advance Payment	$ 100	$ 100
At the beginning of the first semester	1,000	700
In the middle of the first semester*	900	575
At the beginning of the second semester	1,100	800
In the middle of the second semester*	900	575
	$4,000	$2,750

Tuition Remission for North Carolina Residents

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina.

**Charges for additional fees are added to the mid-semester payments.*

The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1980-81 is $550 per student per year.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar. The grant will be credited to her mid-semester bill for each semester in which she qualifies.

Deferred Payment Plan

For students and parents desiring to pay educational expenses in monthly installments, low cost deferred payment programs are available through College Aid Plan, Inc., 1700 Mishawaka Ave., South Bend, Indiana 46624; Educational Funds, Inc., 36 S. Wabash Avenue, Chicago, Illinois 60693; and the Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022.

Refund Policy

If a student withdraws or is dismissed from Meredith before the end of a semester, the following tuition refund policy will apply:

Up to and including last day for drop/add	80%
6th through 10th class day	60%
11th through 20th class day	40%
After 20th class day	0%

Board will be refunded on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No refund will be made for room charges.

If a student is receiving financial assistance, the accounting office first determines the total amount of refund that is in order according to the formula stated above and then prorates the amounts to be repaid to the various aid funds and, if applicable, to her or her parents. For the student whose financial aid award for the academic year or single semester included expected savings from a summer PACE job, the full amount of the expected savings would be required to be used toward educational expenses before other types of aid in any proportion would be available for crediting to the student's account. Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith College Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

FINANCIAL AID

Meredith College offers a student aid program which seeks to meet the financial need of each student. All degree candidates — including freshman and transfer applicants, on-campus and commuting students — are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.

The aid program is administered on a need basis without regard to race, creed, national and ethnic origin, or handicap. A foreign applicant should consult pages 23 and 24 for assistance available to students from other countries.

Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith College, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith College financial aid application and a Financial Aid Form (FAF) to the College Scholarship Service (CSS).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated $1050 for books and supplies and miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 1981-82 is $5,000. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $1,750 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total educational cost used by the financial aid

office in its calculation of need for a full-time commuting student for 1981-82 is $4,500. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about typical student costs and budgets may be obtained by conferring with the financial aid officer.

Application Procedures

An entering student who wishes to apply for any kind of financial aid should proceed as follows *before February 15:*

1. Return a Meredith College financial aid application to the financial aid office. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial aid.
2. Have her parents submit a Financial Aid Form (FAF) to the College Scholarship Service (CCS), designating Meredith College (code number 5410) as an institution to receive a copy. The FAF may be obtained from her high school counselor or her college financial aid office.

The student who is applying for admission under the Early Decision Plan and who wishes an early decision on financial aid should proceed as above *before October 15* of her senior year. If all required forms are received on time, she will be informed about her aid by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial aid must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before February 15:*

1. Obtain from the financial aid office a Meredith College financial aid application and a FAF. Have her parents complete the FAF and assist her in completing the financial aid application.
2. Return *both* forms to the financial aid office, along with a *check* made payable to the College Scholarship Service to cover its processing fee. The FAF and accompanying check will be forwarded by the College to CSS for processing.

Entering and returning students should note the. above deadlines. Applications filed after those dates will be considered as funds allow. Transfer students, in addition to applying for financial aid, must have a Financial Aid Transcript (FAT) completed by the financial aid office at all undergraduate schools previously attended even if they have not previously received financial aid. FAT(s) are available in the Meredith Financial Aid Office. It is the responsibility of the student to see that the form(s) is/are completed.

The Award

The financial aid office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants-in-aid, and student employment are used, usually in combination, to help the deserving student meet the cost of attending Meredith. Information describing procedures and priorities for selecting students to receive aid is available in the Office of Financial Aid.

Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of aid awards by December 1. Returning students can expect notification concerning awards by early April.

Payment of Award

Scholarships awarded by the College are credited automatically to the student's college account. For federal grants and loans, vouchers are issued to the student and held in the College accounting office for the student's endorsement and crediting toward her account.

Checks for wages earned in a summer PACE job are mailed to the student periodically by the Meredith accounting office. That office also issues monthly checks during the school year to students having campus jobs. The student is responsible for applying earnings from PACE and/or campus jobs directly to her account and/or toward other educational expenses.

Renewal of Aid

Once committed to a student in a program of financial aid, Meredith College continues to help her if her need persists and she is making satisfactory progress toward graduation. The award may vary from year to year in both type and amount, depending upon funds available at the College and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial aid has certain rights and responsibilities. For any necessary revision in her current aid award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial aid office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her aid application. Other responsibilities of an aid recipient include completing all forms and special applications requested by the financial aid office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her aid award.

Another area of student responsibility relates to previous enrollment at Meredith College. In order to be eligible for most federal aid programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A financial aid transcript from previous colleges attended is necessary before the financial aid process can be completed.

Types of Aid

Competitive Scholarships

Meredith College Merit Scholarships

Each year Meredith College offers at least one four-year scholarship through the National Merit Scholarship Corporation. The recipient is selected from finalists who have specified Meredith as their college choice. The stipend will range from a minimum of $250 to a maximum of $1,500. If the analyzed need of a recipient is greater than the scholarship stipend, the College provides additional forms of aid to meet her need.

Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from $250 to $1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend of $250,

by February 15 her parents must also submit a Meredith College financial aid application to the Office of Financial Aid and a Financial Aid Form to the College Scholarship Service.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial aid office.

Music Talent Scholarships

Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The amount of each Music Talent Scholarship varies from $250 to $1,500 per year according to the recipient's financial need.

To be considered for a Music Talent Scholarship, a prospective freshman must file the special Music Talent Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend of $250, by February 15 her parents must also submit a Meredith College financial aid application to the Office of Financial Aid and a Financial Aid Form to the College Scholarship Service.

Though financial need determines the amount of the scholarship stipend, the selection is based completely on musical ability, previous performance, and potential achievement in the field of music. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music and the Performing Arts; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

A Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial aid office.

Organization of American States Women's Leadership Scholarship

Meredith College and the Inter-American Commission of Women of the Organization of American States (OAS) have cooperated to award a one-year scholarship to an outstanding young woman leader in the OAS member nations other than the United States. In 1981-82 a scholarship of $4,900 was awarded. The qualifications, selection process, and recipient are determined by the OAS.

A foreign applicant for admission to Meredith College who wishes to be considered for this scholarship should request application forms from the Inter-American Commission of Women, 19th and Constitution Ave, N.W., Administration Building, Washington, D.C. 20006.

Other Scholarships and Grants

In addition to the competitive scholarships, Meredith has available numerous scholarships for both entering and continuing students who need financial assistance.

General Scholarships

Meredith College provides a number of general scholarships for entering and continuing students with financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the State. For a student to be eligible for such an award, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of $100 on her expense for the year.

Endowed Scholarships and Loans

Friends of Meredith College have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of aid. The loan funds are used as needed for meeting financial need.

Campus Employment

A variety of on-campus jobs provide a financial aid resource in the form of campus employment. For any aid recipient for whom this resource is used, the estimated earnings are included in her overall aid award. Most students work eight hours per week for the minimum wage. Unlike the other types of aid that are automatically credited to the student's account, compensation earned through campus employment is paid directly to the student.

Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith College offers aid through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled for at least six semester credit hours, and must be making satisfactory progress toward graduation.

PELL Grant (formerly Basic Educational Opportunity Grants)

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. Meredith College expects all aid applicants to file application for a PELL Grant.

No separate application is required as the Financial Aid Form (FAF) to the College Scholarship Service serves as the application when it is properly completed. Following an analysis of the FAF a Student Eligibility Report (SER) is sent to the student. The student is required to send the complete SER to the Meredith College Financial Aid Office regardless of her eligibility.

Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with financial need. Students do not repay these grants.

National Direct Student Loan

This program, funded by the federal government and administered by Meredith College, makes available low-interest loans to students with financial need. A student would be obligated to repay the loan with interest within a ten-year period after graduation or termination of study. This repayment period and the interest do not begin until six months after the student ends her studies. Repayment may be deferred for various reasons. Information about the terms and schedules of repayment of this loan is available in the accounting office of the College.

College Work-Study Program

Many of the students assigned to campus employment are participating in the College Work-Study Program. Meredith College also participates in the summer job phase, called PACE. Through this program students who qualify on the basis of financial need can earn money for college by working in their home communities during the summer. To be considered for PACE, a Meredith student must file a financial aid application with the College. If she is found eligible to participate, she will be sent a special application when her aid award is made.

Other Sources of Aid

Students should be aware of sources of financial aid other than those administered by the College. Some of the programs follow.

Guaranteed Student Loan (GSL)

Under this program, which is not based on financial need, a dependent student may borrow as much as $2,500 a year for undergraduate study. The federal government will pay interest on the loan while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time. If the student is a legal North Carolina resident, she may obtain an application by writing College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. If the student lives out of state, she should inquire about the source of applications from the Department of Education of her state of legal residence.

North Carolina Legislative Tuition Grants

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1980-81 was $550.

North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. To apply, the student must list N. C. Student Incentive Grant (code number 0742) on her Financial Aid Form (FAF). College Foundation will send the eligible student a supplementary form to complete.

North Carolina Prospective Teachers Scholarship Loan Fund

A limited number of awards are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

Detailed information concerning this scholarship-loan program may be obtained from the high school guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina 27611.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina 27611.

Veterans Administration and Social Security Benefits

The family situation of some students may entitle them to receive benefits under one of these programs. Information may be obtained from the local agency.

Student Life

The quality of student life at Meredith College is important to its student community. There is a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of total education, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division of Student Development. Student support services include admissions, financial aid, dean of students, residence halls, residence advisers, campus ministry, developmental counseling, student activities, guidance and counseling, career services, health services, and community resources.

STUDENT ORIENTATION

An in-depth and diversified program of orientation for new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and mixers with area colleges. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and students from neighboring colleges and universities. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resources.

The *Student Handbook*, which is mailed to each new student prior to the new semester, is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith College incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Dr. Lisa Sergio, author, international news analyst, humanist, and international development specialist of Washington, D.C.; Margaret Kuhn, president of the Gray Panthers, an activist group for social change and justice for the elderly; Vinie Burrows in *Walk Together Children*, a dramatic presentation of the poetry, prose, songs, humor, and pain of the black experience in America; Pavel Litvinov, a leading Soviet intellectual whose grandfather was the first Soviet ambassador to the United States; Tom Jackson, author of *The Hidden Job Market*; the Right Honorable Sir Harold Wilson, former prime minister of Great Britain; and Dr. Roger Fouts, an experimental psychologist who has been actively involved in teaching language to chimpanzees. Dr. M. Mahan Siler, Jr., director of the School of Pastoral Care, North Carolina Baptist Hospitals, Inc., has been a featured speaker of the Staley Distinguished Christian Scholar Lecture Program. Touring drama, music, and dance companies such as The Academy Theatre, Yale's Society of Orpheus & Bacchus, and The Edith Stephen Dance Company also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area.

Meredith students also perform in the Raleigh area and on tours. Four groups directed by the music faculty — the Meredith Chorus, the Renaissance Singers, the Meredith Chorale, and the Meredith Ensemble — appear in concert regularly throughout the college year. The Meredith Playhouse is comprised of students with interests in dramatics. Providing opportunities to appear in plays and to acquire practical experience in play production, the Meredith Playhouse has staged a number of dramas such as Neil Simon's *Come Blow Your Horn*, *The Diary of Anne Frank*, and *The Effect of Gamma Rays on Man-in-the-Moon Marigolds*. An annual fall musical encourages the students to combine their musical and dramatic abilities. Recent musicals include *Gypsy; Good News; and Carousel.*

Several on-campus social activities for students are coordinated through the efforts of the College Center Association, which works to see that Cate Center hosts interesting programs. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of Cornhuskin' and the dignity of formal occasions, such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but also in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

STUDENT HONORS

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior years; full members their senior years. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of Christian character, constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 73.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota for music students, and Delta Mu Delta for business students.

Awards that recognize academic excellence include the Agnes Cooper Memorial Award of $50 to a junior or senior music major chosen by the Department of Music; two Ida Poteat Alumnae Scholarships of $200 each to a rising senior and a rising junior on the basis of scholarship, character, and service to the College; and two Helen Price Scholarships of between $100 and $150 each from Kappa Nu Sigma to the freshman and the sophomore with the highest scholastic average in her respective class.

STUDENT RESPONSIBILITY

The faith that Meredith College places in her students as responsible, contributing members of the College community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association (SGA), which meets bimonthly on Fridays. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups — the elections, residence hall, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee, confers with SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook.* This publication is sent to all entering students in the summer prior to matriculation in August.

Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith College. The function of the committee is to direct attention and study to the concerns and the welfare of the students; to give consideration to spiritual, recreational, and health needs of the students; to study and review student organizations and their budgets; to devise plans for working with students and student organizations; and to review periodically all student regulations.

STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, three college publications are directed by students elected as editors. Responsible for maintaining a good system of communication and for providing opportunities for students to voice their opinions, the student newspaper, *The Twig*, with a few exceptions, is issued weekly. *The Acorn*, the campus literary journal, encourages creativity among the students and is published twice during the year. The college yearbook is entitled *Oak Leaves.*

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. Some of the more active clubs and organizations on campus include: Barber Science Club, Black Voices in Unity, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Chapter of the Student National Education Association, Young Democrats Club, and Young Republicans Club.

Eligibility Requirements

An eligibility list is prepared at the beginning of each semester which includes the names of all students who have maintained the minimum academic standard for college representation or for student activities as indicated in the *Student Handbook*. A student is considered eligible if she has at least a 2.0 quality point ratio on all work attempted at Meredith. All freshmen are eligible in their first semester. Transfer students must have a 2.0 average.

Societies

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

RELIGIOUS LIFE

Meredith College seeks to reinforce the students' development both intellectually and spiritually. Therefore, the religious life of the College is crucial to its overall program.

Several services are sponsored by the College to affirm the value it places on the religious dimensions of the students' lives. One such service is provided by a full-time college minister, "a pastor on campus," who is available for conversation or counseling pertaining to religious questions, religious vocations, or personal problems. In addition, regular worship services are integral to the college program. Meredith worship services contribute to the spirit of community, as well as campus spiritual life. The period from 10:00 to 11:00 a.m. on Wednesdays is

reserved for voluntary worship services. Another activity important to the religious life of the community is Religious Emphasis Week. During this week, religious leaders from outside the college community are invited to discuss with the students matters of spiritual significance.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA). The association seeks representatives of all faiths and denominations to serve on its council. Also comprising the council are the chairmen of various volunteer service projects. On occasion, MCA sponsors study groups, vespers, and other worship services, as well as coordinating the annual Religious Emphasis Week. The Meredith Christian Association also includes in its program social activities to which students from neighboring colleges are invited.

RECREATION

At Meredith College, there is a variety of recreational activities available for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extra-curricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a softball diamond, and riding facilities. Nearby golf courses and ranges are often used by the students. In addition, ping pong and pool tables are set up in the Cate Center. Equitation is a popular feature of the physical education program with instruction available on levels ranging from beginner to advanced. Students who wish to board horses may inquire through the business office. The Meredith Recreation Association coordinates organized intramural activities, along with other special recreational events.

INTERCOLLEGIATE SPORTS

Intercollegiate sports are an important part of Meredith College student life. Students have an opportunity to compete in five intercollegiate sports: golf, tennis, basketball, volleyball, and softball. Meredith is an active member of the Association of Intercollegiate Athletics for Women (AIAW), competing in Division III, which gives Meredith teams access to competition on the state, regional, and national levels.

RESIDENCE

Meredith students may choose to live on campus or to reside with their parents, spouse, or, with special permission, other close relatives. Married students may live on campus with permission of the dean of

students. Students beyond the traditional college age live off campus but, if resident space permits, may request to live on campus.

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. The newer residence halls are air-conditioned and completely carpeted. Each student receives from the College a limited amount of weekly laundry service.

Freshmen are usually assigned to Carroll, Stringfield, and Vann residence halls; transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the dean of students by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to the new students in the latter part of July.

Members of the junior class, elected by the student body as residence hall vice presidents, live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as vice presidents of the other residence halls. Two resident advisers are employed to live in the freshman residence halls and are available to students at all times; three other resident advisers are available to the upperclass students.

Non-Resident Student Life

The non-resident student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The fireside lounge in the Cate Center is designated for non-resident student rest, study, and relaxation. It is the center of non-resident student activity and communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar in the Cate Center or the Belk Dining Hall.

HEALTH CARE

Health care is under the general direction of the director of health services. The infirmary is served on a regular basis by two local physicians and is staffed 24 hours a day by registered nurses. Daily office hours are observed by the nurses, and emergencies are cared for at any hour. The college physicians have designated office hours in the infirmary when students may see them. Only minor illness and emergencies are treated in the infirmary. Major illnesses are referred to physicians off the campus or to family physicians. It is the purpose of the physicians and nurses to prevent illness by means of informing the students about good health practices.

COUNSELING

Career Planning

The Office of Career Services, located in the Cate Center, offers help to the student who is undecided about her course of study or her career plans. Vocational interest tests may be taken if needed. Information is available on employment possibilities, graduate studies, part-time off-campus jobs, summer employment, interviewing tips, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. A career planning seminar, open to all students, is offered during the fall and spring semesters.

Academic Advising

The College provides guidance to students in the planning of their individual academic programs. See pages 11, 12, and 66 for further details.

Personal Counseling

Professional counselors are available to talk confidentially with any student who has a personal concern of any kind — academic, vocational, or social-emotional. In addition to the counseling service provided on campus, the counselors also have information about available off-campus resources which may be pertinent to students' needs. Students are encouraged to stop by the counseling office any time during the day, or to call and arrange an appointment. The counseling offices are located on the first floor of Cate Center.

Mobile

Academics: Programs and Regulations

Meredith offers three degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 13 departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. Area distribution requirements are identical for the Bachelor of Arts and Bachelor of Science degrees. Students who major in the departments of biology, business and economics, chemistry, mathematics, or home economics may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. This option is available because during the year the College will continue to implement change in the academic program, student personnel services, and other areas of campus life.

DEGREE PROGRAMS

Requirements for All Degrees

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on: (1) all courses attempted; (2) all courses attempted at Meredith; (3) all courses attempted at Meredith in her major subject(s); and (4) all courses attempted during her senior year.

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of all of the capacities for human knowledge — sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the

demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 55.

Area distribution requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop skills in the processes of scientific reasoning and mathematics. She should know her own body and should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts, social and behavioral sciences, mathematics and the natural sciences, and health and physical education.

I. Humanities and fine arts .... 24 credit hours
  A. English composition ...... 3 credit hours
  B. Foreign language .... 6 credit hours
    (Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
  C. Literature .... 6 credit hours
    1. A 3-hour course in major British authors.
    2. A 3-hour course in English, American, or world literature; or any literature course in a foreign language.
  D. Religion .... 6 credit hours
    1. A 6-hour introduction to the Old and New Testaments or
    2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.
  E. Elective .... 3 credit hours
    Choose from the following categories: art, music, philosophy, speech and theatre.
II. Social and behavioral sciences ..... 12 credit hours
  A. History of Western Civilization .... 3 credit hours
  B. Electives to include at least two of the following categories: economics, cultural geography, sociology and anthropology, political science, psychology. Additional choices may be from any of the social and behavioral sciences .... 9 credit hours

III. Mathematics and natural sciences .... minimum of 13 credit hours
  A. One laboratory course chosen from biology, chemistry, or physics ...... 4 credit hours
  B. Electives to include at least one additional category from biology, chemistry, physics, mathematics, or physical geography .... minimum of 9 credit hours

IV. Health and physical education .... 4-5 credit hours
  Include four activity courses, or three activity courses and a 2-hour course in health or first aid.

Note: Education methods courses may not be used to satisfy area distribution requirements.

Major requirements

As soon as feasible, but no later than the end of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and chairman of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of certification. These must be indicated on the form. The chairman of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process of declaring a major.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 76-115.

Bachelor of Arts

American civilization
art
biology
chemistry
economics
English
French
history
home economics
mathematics
music
non-Western civilizations
political studies
psychology
religion
sociology
Spanish

Bachelor of Science

biology
business administration
chemistry
home economics
mathematics

Bachelor of Music

applied music
music education

Teacher education and social work are described on pages 57-62.

Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contractual major.

Requirements for the Bachelor of Music Degree

Detailed requirements for the Bachelor of Music degree with a major in applied music or music education are given on pages 102-110.

Requirements for a Second Baccalaureate Degree

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.
2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

Minors

A student may choose to complete a minor area of concentration but she is not required to do so. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

CAREER DIRECTION

A firm grounding in the arts, sciences, and humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education and social work which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see page 51).

Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

Social Work Program

Meredith's program on social work is fully accredited by the Council on Social Work Education. The primary objective of the Social Work Program at Meredith College is to prepare students to enter social work or other related helping professions at the beginning professional level of competence. Since at the undergraduate level this can best be done within the framework of a broad liberal arts curriculum, the Social Work Program builds upon the area distribution requirements for graduation at Meredith as well as the requirements of a major in the academic discipline of the student's choice.

A student who wishes to complete the program should file a declaration of intent with the Department of Sociology and Social Work no later than the second semester of her sophomore year. She will be assigned a faculty adviser who will work with her in the planning of a course of study which will be consonant with the program requirements and her own career goals. Upon graduation she will be awarded a certificate and the fact will be noted on her official transcript.

Course requirements in the program, in addition to all general requirements for graduation at Meredith and all requirements in the student's major, are as follows:

A. **Basic Courses** (12 hours)
Principles of Sociology, Soc. 230
Principles of Economics, Eco. 210
General Psychology, Psy. 100
Developmental Psychology, Psy. 204

B. **Professional Courses** (37 hours)
Social Work as a Profession, Soc. 240
The Community, Soc. 337
American Social Welfare Institutions, Soc. 301
Introduction to Research, Soc. 374
Introduction to Research Laboratory, Soc. 375
Social Policy Analysis, SWK 747
Human Behavior in the Social Environment, SWK 74
Selected Fields of Social Work Practice, SWK 746
(three one-hour modules required)
Social Work Practice I, SWK 744
Social Work Practice II, SWK 745
Social Work Field Experience, SWK 794
Seminar in Social Work, Soc. 495.

C. **Additional Specialty Course** (3 hours)
Recommended by social work director and major advisers.

Post-Baccalaureate

Students with a baccalaureate degree from another institution seeking social work certification from Meredith must meet the requirements of the accredited program in the Department of Sociology and Social Work. They must take a minimum of 30 hours of course work at Meredith, and as many as 43 semester hours may be necessary.

School Social Work

The Meredith Social Work Program is approved by the North Carolina State Department of Public Instruction for certification in school social work. All requirements for the social work certificate must be met plus specified courses in education; Education Psychology (Ed. 234) and either Foundations of American Education (Ed. 335) or Philosophy of Education (Ed. 336). One-half of the 100 hours of pre-professional volunteer experience and all of the social work field experience must be performed in a child serving agency.

Teacher Education

Meredith College offers state-approved, competency based teacher education programs leading to the following Class A certificates: early childhood elementary education (K-3), intermediate elementary education (4-9; see pages 61 and 62 for concentrations), secondary subjects (junior and senior high), and music and art (K-12; see pages 61-62). All programs listed herein are designated primarily to prepare students who plan to teach in the public schools of North Carolina. Students who complete this program are legally qualified for certification in other states who are parties to the Interstate Certification Compact.

Admission to Teacher Education is open to all Meredith students who meet the standards established by the Meredith College Teacher Education Committee. The following represent the procedures and considerations involved:

A. A student who plans to enter the program indicates the same to her faculty adviser normally by the end of her sophomore year and no later than one full semester prior to the semester in which she does student teaching.

B. Students who plan to teach on the secondary level should select majors in the academic fields which are taught in the junior and senior high schools.

C. After declaring her major in the Office of the Registrar, the student and her adviser prepare a program leading to graduation and certification.

D. The student next files with the Department of Education an "Application for Admission to Teacher Education." This application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.

E. All applications are reviewed by the Department of Education which makes the decision concerning admission to teacher education. Admission to teacher education takes into account:

1. Meredith College work completed;
2. An overall grade point average of 2.0 (C) or above;

3. The planned program leading to certification;
4. Recommendations from the student's major adviser, a faculty member of the student's choice, and the student's freshman or sophomore adviser. (Transfer students may choose a second faculty member.)

F. Notification of admission is by letter. Appeals pertaining to this decision are to be made in writing to the Teacher Education Committee.

G. Students with a baccalaureate degree from another institution seeking certification from Meredith must meet teacher competencies through a program approved by the Department of Education. They must take a minimum of 30 hours of course work at Meredith which may include additional courses in general education and will include specific teaching areas and professional education.

The following structured programs are planned to insure competence in teaching. Most students will satisfy the competencies which are defined by the State Department of Public Instruction by following the prescribed program. Individual needs may be accommodated by special arrangements with the Department of Education and the major adviser.

Requirements for All Certificates

All college requirements for graduation must be met by each student seeking certification. Courses taken to meet college graduation requirements are also applicable to specific requirements in all teacher education programs.

Students completing a teacher education program must also complete a major in another discipline (see page 55).

Elementary Teacher Education Programs
(Early Childhood and Intermediate Education)

Students who expect to secure North Carolina Class A certificates to teach at the elementary level (early childhood and intermediate) must meet the requirements for minimum semester hours listed below.

Early Childhood

Language arts		9
English composition and grammar		
English literature		
American literature		
Social studies		12
History (101, 102, 214, or 224)		
Sociology 335 (Soc. 230 or 260 strongly recommended as prerequisites)		
Two fields selected from the following: anthropology, economics, history, cultural geography, political science, sociology		
Psychology		3
Developmental Psychology, Psy. 204 (prerequisite: Ed 234 or Psy. 100)		
Natural science		6
Mathematics		3
Mathematics 100		
Cultural arts		8
Art in the Elementary School, Art 744	4	
Music in the Elementary School, Music 744	4	
Health and physical education		4
Health Education in the Elementary School, HED 744	2	
Physical Education in the Elementary School, PED 744	2	

- Education ... 27
  - Educational Psychology, Edu. 234 ... 3
  - Foundations of American Education, Edu. 335 or Philosophy of Education, Edu. 336 ... 3
  - Communication Skills in the Elementary School, Edu. 344 ... 3
  - Perspectives in Early Childhood Education, Edu. 348 ... 3
  - Literature in the Elementary School, Edu. 455 ... (Block) 2
  - Mathematics in the Elementary School, Edu. 456 ... (Block) 2
  - Science in the Elementary School, Edu. 457 ... (Block) 2
  - Social Studies in the Elementary School, Edu. 458 ... (Block) 2
  - Seminar in Education: Early Childhood, Edu. 440 ... (Block) 1
  - Student Teaching, Edu. 439 ... (Block) 6

Intermediate

- Language arts ... 9
  - English composition and grammar
  - English literature
  - American literature

- Social studies ... 12
  - History (101, 102, 214, or 224)
  - Sociology 335 (Soc. 230 or 260 strongly recommended as prerequisites)
    - Two fields selected from the following: anthropology, economics, history, cultural geography, political science, sociology

- Psychology ... 3
  - Developmental Psychology, Psy. 204 (prerequisite: Ed. 234 or Psy. 100)

- Natural science ... 6

- Mathematics ... 3
  - Mathematics 100

- Cultural arts ... 8
  - Art in the Elementary School, Art 744 ... 4
  - Music in the Elementary School, Music 744 ... 4

- Health and physical education ... 4
  - Health Education in the Elementary School, HED 744 ... 2
  - Physical Education in the Elementary School, PED 744 ... 2

- Education ... 27
  - Educational Psychology, Edu. 234 ... 3
  - Foundations of American Education, Edu. 335 or Philosophy of Education, Edu. 336 ... 3
  - Communication Skills in the Elementary School, Edu. 344 ... 3
  - Teaching in Elementary and Middle Schools, Edu. 349 ... 3
  - Literature in the Elementary School, Edu. 455 ... (Block) 2
  - Mathematics in the Elementary School, Edu. 456 ... (Block) 2
  - Science in the Elementary School, Edu. 457 ... (Block) 2
  - Social Studies in the Elementary School, Edu. 458 ... (Block) 2
  - Seminar in Education: Intermediate, Edu. 440 ... (Block) 1
  - Student Teaching, Edu. 439 ... (Block) 6

Concentrations

The State Department of Public Instruction has a specific guideline for prospective intermediate teachers requiring concentration of 18 hours in a subject area taught in the intermediate grades. The six concentrations available in Meredith's approved program are:

Language arts (must include "Advanced Grammar and Composition")	18
Social studies	18
Mathematics	18
Science	18
Art	18
Music	18

Secondary Subjects (7-12); Art and Music (K-12)

Students who expect to secure North Carolina Class A certificates to teach secondary subject areas must meet the minimum requirements listed below.

Major courses, related subjects, and electives are counted toward certification,

A. Secondary subjects 7-12

1. All college requirements for graduation. Must include history and mathematics (see details on pages 54 and 55).
2. Minimum semester hours in teaching fields for grades 7-12:

Business education	36
English	36
French	30
Home economics (including certain sciences and related courses)	48
Latin	30
Mathematics	30
Science	48
Social studies (anthropology, economics, cultural geography, history, political science, sociology)	42
Spanish	30

3. Minimum semester hours in professional courses:

Educational Psychology, Edu. 234		3
Foundations of American Education, Edu. 335 or Philosophy of Education, Edu. 336		3
Methods Course, Ed. 764		3
Adolescent Behavior, Edu. 466	(Block)	3
The Secondary School, Edu. 467	(Block)	3
Reading Strategies with Secondary Students, Edu. 468	(Block)	1
Student Teaching, Edu. 439	(Block)	6

B. Art and music (K-12)

1. All college requirements for graduation. Must include history and mathematics (see details on pages 54 and 55).
2. Minimum semester hours in teaching fields for grades K-12.

   Art 34-37 (See page 76 for art education program requirements.)

   Music 55-59 (See page 103 for music education program requirements.)

CONVOCATION

Convocations for the entire Meredith community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual and cultural conversations. All students are expected to attend.

CONTINUING EDUCATION

The Continuing Education Program is designed for women 23 years of age or older who wish to resume study after an interruption in their formal education. A woman may re-enter the educational process either through degree credit or enrichment courses.

Degree Credit

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 15) or through special admission as an unclassified student (see pages 18 and 21).

An adviser is available for the initial advising of a returning student should she choose to enter Meredith through the unclassified student option. Upon admission to the degree program, she will be assigned a regular academic adviser while the Office of Continuing Education continues to meet her special needs as well as the needs of those women choosing the regular admissions procedure.

Enrichment

Courses in the enrichment curriculum carry Continuing Education Units (CEU). One CEU is equivalent to 10 contact hours. CEU's do not carry academic credit and cannot be applied to degree credit at Meredith College, but they may be used for teacher certification renewal credit and are recognized by some agencies, institutions, and businesses for certification and advancement purposes. The courses are open to Meredith College students on the same basis that they are offered to the community at large. A variety of enrichment courses are offered in both daytime and evening hours and also in summer. Personal development seminars are offered in response to the needs of women as they cope with change in modern society. Brochures are available from the Office of Continuing Education.

Legal Assistants Program

Meredith offers a three month summer program for the woman who already holds a baccalaureate degree in any major to prepare her for a career as a legal assistant (paralegal). This intensive program consists of a basic curriculum plus specialization in either civil litigation, real estate, or wills, trusts and estates. Research skills, writing practice, and field trips are included. Upon successful completion of the course, the student will be awarded a certificate. Employment opportunities are available in lawyers' offices, government agencies, corporations, banks, and insurance companies. Application for accreditation by the American Bar Association is in process.

Cultural Resources Management Program

Meredith offers an individually tailored program for the woman who has completed at least two years of undergraduate work and who is interested in a career managing performing arts programs, art galleries and councils, museums, historic houses, or cultural societies. The program combines basic courses in the fine arts and humanities with management skills useful in non-profit organizations. Internships are arranged. Upon successful completion of the program, the student will be awarded a certificate.

INDIVIDUALIZED OPTIONS

Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 75.)

Cooperative Education

Cooperative education is an arrangement whereby Meredith cooperates with an outside business or agency to help a student directly explore a career as an integral part of her educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences. Participants receive pay and academic credit for the work experiences which are coordinated and supervised by the Office of Cooperative Education.

Cooperating Raleigh Colleges

Meredith, Peace, St. Augustine, and St. Mary's Colleges, North Carolina State University, and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are utilized for general enrichment, to strengthen particular majors, to enhance career training, and in certain situations to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and secures the approval of her adviser, the chairman of the appropriate department, and the dean of the college. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three and each course may carry up to four semester hours' credit.

ROTC Opportunities through Cooperating Raleigh Colleges

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

Meredith Abroad

Students at Meredith have available to them several options for study in foreign countries. Foremost among these options is the college-wide Meredith Abroad Program. Each summer the College offers a course of study in a selected foreign country (currently, Great Britain) whereby a student may earn 12 semester hours of credit at the same cost as a semester on campus. Regular members of the College faculty form the core of the teaching staff with occasional utilization of foreign teachers. Other options are available as follows: departmentally-sponsored programs, summer study at Oxford University in cooperation with the University of North Carolina, individual participation in programs at other institutions, and individual travel as described in the special studies options on page 75.

Those students who wish to enroll in the full semester program that is conducted by Meredith should consult the coordinator of international studies. Other programs are arranged within departments. All programs are publicized on campus.

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University semester on the United Nations or on British politics and history at a London university should apply in the Department of History.

American University

Through an arrangement with American University of Washington, D. C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

Marymount College

Through an arrangement with Marymount College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice President for Student Development.

Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the chairman of the department involved, and the registrar.

Visitation Credit

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student. She may apply on a form available in the Office of the Registrar.

SUMMER STUDY

Meredith conducts a summer session consisting of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures written approval of her adviser, the appropriate chairman, and the registrar for specific courses. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

ACADEMIC PLANNING AND ADVISING

Academic Advisers

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, *the student is finally responsible for her own program.* Special advisers are appointed to assist in pre-professional planning.

Course Load

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

The Freshman and Sophomore Years

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. The only specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the area distribution requirements (pages 54 and 55) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same

discipline without the departmental chairman's permission.

Whenever a student is ready to declare her major she should discuss the matter with the chairman of the department concerned and make proper arrangements.

The Junior and Senior Years

Once she has declared a major, the student should consult regularly with her major adviser. Since the student is finally responsible for fulfilling graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar and, in rare cases, the dean of the college.

Graduation

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program.

Graduate Record Examination

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Services or at other established testing centers. Detailed information is available from academic advisers or in the Office of Career Services.

Changes in Class Schedule

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. (See pages 71 and 72, Grading System). No drops are permitted after the final meeting of the class. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and

fails to withdraw officially she will be treated as if she were still in the course and her grade recorded accordingly.

Repetition of Courses

A student may repeat a course in order to improve the grade. The student should register for the course the next time it is offered. If repeated at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

Class Attendance

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

CREDIT REGULATIONS

Advanced Placement Credit

Advanced placement and credit are available in several departments. Entering students see page 20. Students in residence should apply directly to the department concerned or to the dean of the college.

Auditing Courses

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first five days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is

permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith Education 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: Ed. 455, 456, 457, 458, Art 734, Music 720, 721, 722, and any methods courses numbered 764.

A senior transfer student from a regionally-accredited institution must complete at least 30 hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must attend Meredith for at least two years.

Students who have a bachelor's degree from another institution and wish to receive professional certification at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in the department in which she is a major. A student transferring with senior classification will be expected to take at Meredith at least nine hours in the department in which she is a major.

Transfer Credit

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical institute or business college should read the next section for information concerning the treatment of credit earned. A candidate from a non-accredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. In order to validate professional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from two-year colleges is 66 semester hours.

Credits from Technical, Business and Bible Colleges

For a student transferring to Meredith from a technical, business, or Bible college, each course from that institution is evaluated individually. The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

Old Credit

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate departmental chairman.

Restricted Credit for Juniors and Seniors

Juniors may take as many as four semester courses numbered in the 100's. Seniors may take as many as two semester courses numbered in the 100's.

Credit in Music

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See page 107 for list of ensemble courses.)

Credit in Physical Education

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education activity courses. When the physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

GRADING SYSTEM

Each course receives one official semester grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student or to another person designated by the student. Additional requests for reports will be processed as transcript requests.

Transcript requests must be made in writing by the student to the Office of the Registrar. The $1.00 fee for each transcript is required in advance. No student's grades will be released while she has an outstanding bill on campus.

Standard Grading

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

A	Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
B	Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.

C	Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
D	Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
P	Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
F	Failure which may not be made up by re-examination.
I	The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
Z	An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
WF	The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure.
WP	The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. *Withdrawal from class* with a WP mark is allowed throughout the regular class schedule. Students who wish to exercise this option must do so before the final meeting of the class. No withdrawals will be allowed after the examination schedule has begun.
W	The student withdrew from college for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.
Au	The student completed a satisfactory audit.

Pass-Fail Policies

Some courses are taught only for pass-fail grading. A student may register for these courses during a given semester in addition to the following pass-fail options.

Pass-Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading a seminar in her major field and two courses outside her major field. Only one such course may be elected during a single semester. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics and natural sciences, health and physical education, and all courses taken in summer school or in institutions other than Meredith.

B. Physical education activity courses taken as a degree requirement are graded pass-fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass-fail in addition to other pass-fail options.

General Regulations

1. Course content and requirements will be the same for P-F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
2. In computation of grade-point averages an F on a P-F course will be computed as hours attempted; a P will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the P-F option for a course, she will designate the course that she so elects. No changes in such options will be allowed after the first five

days of the semester in which schedule changes are normally allowed.

4. A student who changes her major to a department in which she has already taken P-F work may credit only one P-F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
5. Responsibility for compliance with all rules governing the P-F system rests with the student, and appeals for exception to these will not be heard.

Quality Point Ratio

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

ACADEMIC RECOGNITION

Classification

Students are to be classified on the following basis:

Classification	Semester Hours Credit
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh Colleges courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. A student must have been in residence at Meredith long enough to have earned a minimum of 57 semester hours in courses at Meredith and interinstitutional courses at other Cooperating Raleigh Colleges.

B. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
   1. Meredith credits — all courses taken at Meredith.
   2. Total credits — all courses taken at any institution, including Meredith.

C. Students whose average is at least 3.2 quality points per semester hour are graduated **cum laude**; those whose average is at least 3.6 quality points per semester hour are graduated **magna cum laude**; those whose average is at least 3.9 quality points per semester hour are graduated **summa cum laude**.

RETENTION

To continue their enrollment at the College, all students are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio, with probationary status possible only for non-consecutive semesters, or being approved by a retention committee to continue enrollment.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:

Total Credit Hours Earned	*Meredith QPR*
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Should she fail to achieve this minimum she is placed on academic probation for the following semester. If, in that semester, she again fails to reach the minimum, her case will be reviewed by an academic retention committee composed usually of the dean of the college, the assistant dean and registrar, the dean of students, the student's adviser, and professors who have taught her. This committee will decide whether the best interest of the student and the College requires suspension or retention. A student's adviser may refer her to an academic retention committee if her progress seems unsatisfactory even though she has met the minimal levels outlined above.

A student suspended for academic reasons may re-apply for admission after an absence of one semester. See pages 24 and 25 for a description of application procedures and the procedure used by the College in considering the request for re-admission.

OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.

HARVARD

Courses Of Study

- Lower level courses are numbered in the 100's and 200's; upper level courses 300's and 400's; educational method courses in academic disciplines, 700's; special courses, 900's.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The college does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

SPECIAL STUDIES

Special studies courses are available in all departments in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individualized course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the chairman of the department in which credit is given.
3. Each course must have the approval of the dean of the College.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered and enrollment is through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. One to four semester hours credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

INTERDISCIPLINARY STUDIES

Several departments intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

WOMEN'S STUDIES

Various departments intermittently offer courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, etc. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making through the Office of Continuing Education.

CAREER STUDIES

CPS 101 CAREER PLANNING SEMINAR

Designed to aid students in exploring career fields and employment trends, in assessing personal interests, abilities, and strengths; and to develop decision-making skills for relating this information to career plans. The seminar may include speakers and films. Open to all students. Offered for pass-fail grading only. *Credit, one hour.*

COE 302 COOPERATIVE EDUCATION: EMPLOYMENT

Full-time employment related to student career goals for a summer or a semester. Prerequisites: CPS 101, 60 semester hours of college credit. Employment must be arranged or approved by the director of cooperative education and faculty adviser. Pass-fail grading only. *Credit, four hours.*

COE 403 COOPERATIVE EDUCATION: EMPLOYMENT

Full-time employment for a summer or a semester. Prerequisite: COE 302. Pass/fail grading only. *Credit, four hours.*

ART

Associate Professor White, *Chairman;* Assistant Professors Greene and Maron; Instructors Brown, Givvines, Greenberg, Reuer, and Short.

The department offers a major in art.

The student who studies art at Meredith learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through courses in art history. Wherever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students. Upon completion of the basic requirements listed below, the student may complete her 34 hour requirement for the major by electing courses which concentrate upon one or several of the areas offered in the art curriculum. Provision is made for those students who wish teacher certification in art as well as those who wish elementary certification. Through the Special Studies Program, a student may pursue certain projects of a career-oriented nature. Students planning to enter graduate school are urged to consult early with the chairman of the art department in order to gain maximum preparation from the undergraduate program at Meredith.

Requirements for a Major

Thirty-four hours in art as follows: Art History 120, 322, and three hours elective; Basic Studio 101, 102, and 103; six hours of upper level studio courses in two areas to be chosen from studio courses numbered 202 through 304; Senior Exhibition, one hour; art electives, nine hours.

Art Education Program

Art courses	34-37
Basic Drawing and Composition 101	3
Basic Color and Design 102	3
Basic Three-Dimensional Design 103	3
History	
Introduction to Western Art 120	3
Modern Art 322	3
One three-hour elective	3
Painting 302	3
Printmaking 303	3
Ceramics 203 or Sculpture 204	3
Senior Exhibition 492	1
Art electives	6-9
Professional courses	17-21
Educational Psychology 234	3
Reading (Education 344 or 468)	1-3
Methods in the Teaching of Art, 734	3
Observation and Directed Teaching 439	6
Additional education courses determined by the student and her adviser	3-6
Total hours	51-58

Art History

120 INTRODUCTION TO ART HISTORY

A one semester lecture course designed to introduce students to great works of visual art of past and present civilizations, to be considered in historical sequence. Emphasis is placed on art of the Western world. As an aid to students in their full appreciation of art, attention is given to techniques and aesthetic principles. Required of art majors. *Credit, three hours.*

220 INTRODUCTION TO NON-WESTERN ART

A survey of the visual art forms produced by societies other than those within the Western tradition. Fall semester only. *Credit, three hours.*

320 ANCIENT AND MEDIEVAL ART

A comprehensive survey of art from pre-historic times through the earlier Christian periods. The civilizations of ancient Egypt, Mesopotamia, Greece, and Rome, and the earlier Christian civilization through the Romanesque and Gothic periods will be focal points for discussion. Prerequisite: Art 120 or permission. *Credit, three hours.*

321 RENAISSANCE AND BAROQUE ART

A comprehensive survey of architecture, sculpture, and painting from the early 14th through 18th centuries. Special emphasis will be given to the Italian Renaissance and the art of northern Europe. Prerequisite: Art 120 or permission. *Credit, three hours.*

322 MODERN ART

A comprehensive survey of architecture, sculpture, and painting from the mid-18th century to the present day. Special emphasis will be given to the study of major movements in modern painting, including Classicism, Romanticism, Impressionism, Expressionism, Cubism. Contemporary art will be viewed through lectures and current exhibitions. Required of art majors. Prerequisite: Art 120 or permission. *Credit, three hours.*

Studio

101 BASIC DRAWING AND COMPOSITION

A study of drawing fundamentals and relationships within the pictorial composition. Work in this course is primarily in black and white. Required of art majors. Six studio hours a week. *Credit, three hours.*

102 BASIC COLOR AND DESIGN

Detailed analysis of the elements and principles of design with emphasis on problems involving color. Work in this course will be primarily two-dimensional. Required of art majors. Six studio hours a week. *Credit, three hours.*

103 BASIC THREE-DIMENSIONAL DESIGN

Detailed analysis of the elements and principles of design as used in three-dimensional form. Required of art majors. Six studio hours a week. *Credit, three hours.*

201 BEGINNING STUDIO FOR NON-MAJORS

A course in the fundamentals of art for students other than art majors. Consideration of the elements and principles of design and their application in problems involving various art media. Six studio hours a week. *Credit, three hours.*

202 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting and composition; darkroom techniques for making photograms, contact prints, enlargements and manipulated prints; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours a week. *Credit, three hours.*

The following studio courses offer instruction at several levels in the same section and may be taken on multiple occasions:

203 CERAMICS

Six studio hours a week. *Credit, three hours.*

204 SCULPTURE

Prerequisite: Art 103 or permission. Six studio hours a week. *Credit, three hours.*

301 DRAWING

Prerequisite: Art 101 or permission. Six studio hours a week. *Credit, three hours.*

302 PAINTING

Prerequisites: Art 101 and Art 102 or permission. Six studio hours a week. *Credit, three hours.*

303 PRINTMAKING

Prerequisites: Art 101 and Art 102 or permission. Six studio hours a week. Fall emphasis: Intaglio and relief processes. Spring emphasis: Lithographic and stencil processes. *Credit, three hours.*

304 ADVANCED PHOTOGRAPHY

Prerequisite: Art 202 or permission. Six studio hours a week. *Credit, three hours.*

Commercial Art

305 GRAPHIC DESIGN

This course recognizes the application of the elements and principles of visual art in the workaday world. Emphasis on creative solutions to design problems relating to commerce, industry, and the larger environment. Opportunity for tailor-made projects through which the student may further her career objectives. Prerequisite: Art 101, 102, and 103. Six studio hours a week. *Credit, three hours.*

306 INTERIOR DESIGN

See Home Economics 306, page 99. *Credit, three hours.*

447 ADVANCED INTERIOR DESIGN

See Home Economics 447, page 99. *Credit three hours.*

Art Education

744 ART IN THE ELEMENTARY SCHOOL

Designed to provide an understanding of the role of art in society, in the school curriculum and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods and techniques of evaluation are encountered through student presentations. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is discussed. May not be counted toward general education requirements. *Credit, four hours.*

734 METHODS IN THE TEACHING OF ART (for art majors)

A study of the development of art education in American schools and the relationship between creative behavior and child growth and development. Methods for fostering creative growth through the visual arts are developed through research and practicum situations. Organization and management of art programs at all levels are studied in detail. Prerequisite: 12 hours in art. One lecture and four studio hours per week. May not be counted toward a major or toward general education requirements. Fall semester only. *Credit, three hours.*

Seminar and Senior Exhibition

491 SEMINAR

A study and review group meeting with the faculty to consider crucial issues in the field of art. Open to all students who have had at least six hours in art history. *Credit, two hours.*

492 SENIOR EXHIBITION

Preparation and presentation of the exhibition required of senior art majors. All art majors should register for this course in the last semester of their senior year. *Credit, one hour.*

BIOLOGY

Professor Bunn, *Chairman;* Assistant Professors Kepler, and Reid; Instructor Grimes.

The department offers a major in biology (B.A. or B.S.).

The Department of Biology meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular emphasis which relates the field to the physical sciences, home economics, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

A Bachelor of Science or Bachelor of Arts degree in biology provides training for both academic and industrial research as well as for teaching. A biology major provides excellent background for health-related fields. The program provides all needed prerequisites for post-graduate studies in the various areas of medical technology, medicine, dentistry, veterinary medicine, public health administration, physical therapy, opthalmology and graduate studies in all areas of the biological sciences.

Requirements for a Major

BACHELOR OF ARTS

Thirty semester hours in biology, including 101, 102, 141, 211, 222, 331, 334, 321 or 436 and corequisite laboratory courses. Other requirements include Chemistry 111, 112, and 221, and corequisite laboratory courses, and mathematics through at least one semester of calculus (Mathematics 211); SCI 764 does not count toward a major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

BACHELOR OF SCIENCE

Thirty-six semester hours in biology, including 101, 102, 141, 211, 222, 323, 331, 334, and 321 or 436 plus one approved biology elective and corequisite laboratory courses. Two hours of biology seminar or special studies in addition to the courses listed above. Thirty-three hours of related subjects as listed in the B.A. requirements above plus Physics 221 and 222, one additional upper level, 3 or 4 hours course in chemistry, and one additional advanced course in mathematics (245 or 212 recommended).

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include: biology at the cellular and subcellular levels, vertebrate physiology and anatomy with an emphasis on man, and biology of the flowering plants. Three lectures a week. *Credit, three hours.*

141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the principles considered in Biology 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Corequisite or prerequisite: Biology 101. Meets two hours a week. *Credit, one hour.*

102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Corequisite: Biology 142. Three lectures a week. *Credit, three hours.*

142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in Biology 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics, and an ecology field trip. Corequisite: Biology 102. Meets two hours a week. *Credit, one hour.*

211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: Biology 101, 102. Corequisite BIO 241. Three lectures a week. *Credit, three hours.*

241 ADVANCED PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in Biology 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: Biology 211. Three laboratory or field trip hours a week. *Credit, one hour.*

222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studied as to life history, morphology, physiology, ecology and economic importance. Prerequisite: Biology 101, 102; Corequisite BIO 242. Two lectures a week. *Credit, two hours.*

242 INVERTEBRATE ZOOLOGY LABORATORY

Laboratory studies include specific reference to classification, structure, function, ecology and phylogeny of the major invertebrate phyla. Field trips are a possibility and would involve the study and collection of animals in their natural habitat. Corequisite: Invertebrate Zoology 222. Six laboratory hours per week. *Credit, two hours.*

234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisite: Biology 101. Corequisite BIO 244. Three lectures a week. *Credit, three hours.*

244 PRINCIPLES OF ECOLOGY LABORATORY

Laboratory studies of ecosystems to supplement lecture material presented in Biology 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: Biology 234. Three laboratory or field trip hours a week. *Credit, one hour.*

[321 COMPARATIVE VERTEBRATE ANATOMY]

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Prerequisite: Biology 101, 102; Biology 222 recommended. Corequisite BIO 345. Two lectures a week. *Credit, two hours.*

[345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY]

Study of the evolutionary history of the vertebrates and their relationship to the protochordates with emphasis being placed on the phylogenetic interrelationship of the organ-systems of various representative vertebrate groups. Corequisite: Comparative Vertebrate Anatomy 321. Six laboratory hours a week. *Credit, two hours.*

323 VERTEBRATE PHYSIOLOGY

A comprehensive study of the principal process involved in specialized cells, tissues and organ-systems including digestion, nutrition, blood and circulation, respiration, muscle and nerve coordination and integration. Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Prerequisites: Biology 101, 102; Chemistry 111, 112. Corequisite BIO 343. Three lectures a week. *Credit, three hours.*

343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in digestion, blood analysis and circulation, respiration, excretion, and neuromuscular preparations. Especially adapted for students preparing to study medicine, nursing, dentistry, or to become medical technologists. Corequisite: Vertebrate Physiology 323. Three laboratory hours a week. *Credit, one hour.*

331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: Biology 101, 102, 141. Recommended, Mathematics 110 or equivalent. Corequisite for biology majors: Genetics Lab (Bio. 341). Three lectures per week. *Credit, three hours.*

341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO. 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: Mathematics 110 or equivalent. Corequisite: Genetics, Bio. 331. Three hours laboratory per week. *Credit, one hour.*

334 MICROBIOLOGY

A general study of bacteria and viruses with emphasis on the application of the principles of bacteriology to clinical, industrial, and food science areas. Recommended for home economics majors. Prerequisites: Biology 101, 102, 141 and Chemistry 111, 112 or their equivalents. Corequisite BIO 344. Three lectures a week. *Credit, three hours.*

344 MICROBIOLOGY LABORATORY

Laboratory includes culture and staining techniques as well as sterile techniques. Students isolate, characterize, and identify an organism from the environment, e.g. food, milk, soil, plants, or animals. Corequisite: BIO. 334 Three laboratory hours per week. *Credit, one hour.*

421 VERTEBRATE EMBRYOLOGY

Fundamental principles of embryological development and origination of adult organ-systems with special emphasis on fertilization, cleavage, germ layer formation, and organo-genesis of the vertebrates. Prerequisites: Biology 101, 102. Corequisite BIO 441. Two lectures a week. *Credit, two hours.*

441 VERTEBRATE EMBRYOLOGY LABORATORY

Study of maturation, fertilization, formation of germ layers, origin of the principal vertebrate organs in representative forms as frog, chick, and pig. Outside readings may be required to show comparative stages in other vertebrates. Six laboratory hours per week. *Credit, two hours.*

436 BIOCHEMISTRY

A study of the chemistry of biological systems with emphasis on metabolism. Prerequisite: Chemistry through 221, and Biology 101. Also offered as Chemistry 436. *Credit, three hours.*

446 BIOCHEMISTRY LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles in Biochemistry (BIO. 436), e.g. gas, thin layer, paper, column chromatography; polarimetry; as well as standard chemical tests. Corequisite: BIO. or CHE. 436. Three laboratory hours per week. *Credit, one hour.*

499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only. *Credit, one hour.*

SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. *Credit, three hours.*

Under a plan of interinstitutional cooperation, there are available at North Carolina State University additional courses in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Similarly, at St. Augustine's College courses in radiochemistry and radiobiology are available for biology majors.

Students who wish advanced study or research in biology should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

BUSINESS AND ECONOMICS

Professor Frazier, *Chairman;* Assistant Professors Johnson, and Simmons; Instructors Behrman, Huggard, Oliver, Sasnett, Skvarla, and Wessels.

The department offers a B.S. degree in business administration with concentrations in management, office administration, and economics, and a B.A. degree in economics.

Requirements for B.S. Degree in Business Administration

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentrations.

The core consists of the following courses: Economics 210, 211; Business 330, 331, 346, 366, 490; and Mathematics 245 (or equivalent).

The management concentration provides a student the opportunity to strengthen her leadership and decision-making qualities and to qualify for initial positions at an appropriate level of management or as a management trainee. The student who chooses this concentration must take Business 432 and 499 and 18 additional hours chosen from: Business 110, 384, 433, 446, 448, 454, 466, 468, 492, 494; Economics 364, 455; and other approved business or economic courses.

The office administration concentration enables a student to qualify for a teaching certificate in business or to enter business as an administrative secretary or assistant in areas where office skills, procedures, and systems are desirable. The student who chooses this concentration must take at least 24 hours above the core including Business 220 (or equivalent), 221, 320, 321, 344, 384, 422, and approved electives in business and economics.

The economics concentration affords a student the opportunity to develop her interest in economic theory and its application and to prepare for a position in a specialized business, financial institution, or governmental agency or for admission to graduate school. A student who chooses this concentration must take Economics 449 and 21 additional hours chosen from Economics 310, 311, 324, 364, 434, 435, 455, 456, 492, Business 494 and approved advanced economics courses.

A student who seeks a North Carolina teacher's certificate must meet requirements specified in the approved teacher education program. The student qualifying for the comprehensive business certificate will normally select the office administration concentration, and the student who wishes the basic business certificate will select the management concentration.

Students in the office administration concentration must present evidence of having completed 40 hours of approved work experience. All other students are encouraged to acquire work experience related to their interests and concentrations.

Requirements for B.A. Degree in Economics

Twenty-four hours in economics, including 210, 211, 310 and 311. Majors are urged to take Mathematics 211.

Accounting

330 PRINCIPLES OF ACCOUNTING

Study of basic accounting principles, accounting cycle; and preparation and interpretation of financial statements. *Credit, three hours.*

331 PRINCIPLES OF ACCOUNTING

Application of accounting principles to partnerships and corporations, income tax, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: Business 330. *Credit, three hours.*

432 MANAGERIAL ACCOUNTING

Analysis of financial data for managerial decision-making; interpretation of accounting data for planning and controlling business activities. Prerequisites: Business 330 and 331. *Credit, three hours.*

433 COST ACCOUNTING

The analysis of cost factors and their relationships with production, emphasizing cost procedures and information systems; internal control budgeting. Prerequisite: Business 432. *Credit, three hours.*

Business Administration

110 FUNDAMENTALS OF BUSINESS

Introduction to business, including objectives, functions, principles, and services of business; the place of business in society; trends in business. *Credit, three hours.*

366 PRINCIPLES OF MARKETING

Principles and methods associated with the movement of goods and services from the producer to the consumer; marketing functions and institutions. *Credit, three hours.*

384 BUSINESS COMMUNICATION AND REPORTS

Analysis and composition of adjustment, credit, collection, employment, sales, and goodwill letters; preparation and presentation of oral and written business reports. Prerequisite: Business 220 or special permission from the instructor. *Credit, three hours.*

454 BUSINESS LAW

Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society. *Credit, three hours.*

466 SALES MANAGEMENT

An analysis of the selling practices of business firms; sales force management, the selling process, sales forecasting, sales potential, and sales quota. Prerequisite: Business 366 and 346. *Credit, three semester hours.*

468 MARKETING MANAGEMENT AND PLANNING

The management and planning required in the development of marketing plans for product and service-oriented organizations. It will involve the disciplined analysis of the needs, wants, perceptions, and preferences of target markets as the basis for setting objectives and developing the plans to accomplish them. Prerequisite: Busines 366. *Credit, three semesters.*

490 CORPORATION FINANCE

Financial analysis, working capital management, cost of capital, profitability and risk, short- and intermediate-term financing, long-term financing; external growth; problems in financing. Prerequisite: Business 331. *Credit, three hours.*

494 DECISION ANALYSIS

An examination and application of data-gathering, analysis methods, and decision-making techniques with emphasis on primary and secondary data sources; series; parametric statistical analysis; decisions under risk and uncertainty; cost-benefit analysis; and simulation models. Prerequisites: Mathematics 245 and Business 346. *Credit, three hours.*

Management

346 PRINCIPLES OF MANAGEMENT

Introduction to management with emphasis on objectives, principles, and managerial decision-making; analysis of basic functions of planning, organizing, motivating, and controlling; personnel policies. *Credit, three hours.*

446 PERSONNEL MANAGEMENT

The principles, practices, and underlying theories of personnel management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: Business 346. *Credit, three hours.*

448 ORGANIZATIONAL BEHAVIOR

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include: individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisite: junior standing; Business 346; and Psychology 100 or Sociology 230. *Credit, three semester hours.*

492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

For description, see Economics 492.

499 BUSINESS POLICY

In-depth study of managerial policy formulation, strategies, and problems, including the influence of economic, social, and governmental factors. Prerequisite: Classification as senior major in business administration (or economics). Required for management and economics concentrations. Also listed as Econ 499. *Credit, three hours.*

Office Administration

220, 221 TYPEWRITING

Development of typewriting skills; application of skill and knowledge to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for Business 221: Business 220 or a test demonstrating acceptable speed, control, and production levels. *Credit, six hours.*

320, 321 ELEMENTARY SHORTHAND

Principles of Gregg Shorthand; development of skill to take dictation at 80 words a minute on new material and produce acceptable transcripts. Prerequisite or corequisite: Business 220 and 221. Prerequisite for Business 321: Business 320 or equivalent. *Credit, six hours.*

344 OFFICE PROCEDURES AND MANAGEMENT

Selection and effective use of office equipment and supplies; development of working knowledge of transcribing machines, duplicating machines, and calculators; filing and records management. Prerequisite: Business 221 or equivalent. *Credit, three hours.*

422 ADVANCED SHORTHAND

Review of shorthand theory; further development of dictation and transcription skills; special attention to mailable transcripts and production competency. Prerequisite: Business 221, Business 321 or equivalent. *Credit, three hours.*

Miscellaneous

764 THE TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of the philosophy and the objectives of business education and the importance of planning and evaluating. May not be counted toward a major. *Credit, three hours.*

934 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Planned conferences and programs for integrating experience with theory from courses taken in major. Limited to senior majors (advanced juniors by special permission). Pass/Fail grading only. *Credit, three hours.*

Economics

210 PRINCIPLES OF ECONOMICS

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit, three hours.*

211 PRINCIPLES OF ECONOMICS

A continuation of Economics 210, with microeconomic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Prerequisite: Economics 210. *Credit, three hours.*

310 AGGREGATE ECONOMIC ANALYSIS

Intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payments equilibrium. Prerequisite: Economics 210. *Credit, three semester hours.*

311 PRICE THEORY

A study of resource allocation, consumer utility maximization, price elasticity, resource demand, and profit maximization under different market structures. Prerequisite: Economics 210 and 211. *Credit, three semester hours.*

324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisite: Economics 210. *Credit, three hours.*

364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis upon labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisite: Economics 210 and 211. *Credit, three hours.*

374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protection for the consumer; consumer credit institutions; insurance; investments; and management of personal and family finances. Also listed as Home Economics 374. *Credit, three hours.*

434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of the multinational corporations and common markets. Prerequisite: Economics 210 and 211. *Credit, three hours.*

435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, communism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economics of the United States, U.S.S.R., Great Britain, India, and the Common Market countries. Prerequisite: Economics 210. *Credit, three hours.*

455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisite: Economics 210 and 211. *Credit, three hours.*

456 PUBLIC FINANCE

Principles of taxation and the budgetary expenditure process; the role of government in allocation of resources, stabilization of the economy and income redistribution; debt management. Prerequisite: Economics 210. *Credit, three hours.*

492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

Portfolio management theory and practice; technical analysis; cyclical analysis and forecasting; functions of securities' markets; security evaluation of stocks, bonds, money market instruments, options, futures, investment trusts, real estate, and tangible speculative investments; methods for optimizing the goals of individual and corporate investors. Prerequisite: Business 490; Math 245. *Credit, three semester hours.*

499 BUSINESS POLICY

For description, see Business 499. *Credit, three hours.*

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

CHEMISTRY AND PHYSICAL SCIENCE

Associate Professor Shiflett, *Chairman;* Professor Bunn; Assistant Professors Birkin and Lewis.

The department offers a major in chemistry (B.A. or B.S.).

The chemistry department seeks to prepare students for a variety of goals in life. A major in chemistry provides a student with a well-rounded education, as well as preparing her specifically for graduate or professional school, a career in industrial chemistry or teaching.

Examples of graduate and professional opportunities are medical, dental, and veterinary schools; medical technology programs; graduate schools in chemistry, biochemistry, textile chemistry, wood and paper chemistry; and a great number of health-related fields. A student should obtain additional information from the department concerning exact course requirements for specific schools.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: Chemistry 111, 112, 221, 222, or 351. Chemistry 352 is also recommended for many programs.

Requirements for a Major

BACHELOR OF ARTS

Thirty-two semester hours in chemistry, including 111, 112, 221, 222, 351, 352, 499 (with corequisite labs); Physics 221, 222; Mathematics 211, 212.

BACHELOR OF SCIENCE

Thirty-eight semester hours in chemistry, including 111, 112, 221, 222, 351, 352, 474, 485, 499 (with corequisite labs); one additional course in physical chemistry; at least one hour credit in original laboratory research; 24 hours in related subjects, including Physics 221, 222; Biology 101; Mathematics 211, 212, 354, 220 (another advanced level course in mathematics may be substituted for 354 with approval of the chemistry and mathematics departments). German 100, 101 is recommended to fulfill the foreign language requirement.

Chemistry

111 GENERAL CHEMISTRY

Fundamental concepts of chemistry, emphasizing theoretical and physical chemical principles. Three class hours a week. Corequisite: Chemistry 141. *Credit, three hours.*

141 GENERAL CHEMISTRY LABORATORY

Introduction to experimental physical principles and qualitative analysis. Three laboratory hours a week. Corequisite: Chemistry 111. *Credit, one hour.*

112 GENERAL CHEMISTRY

A continuation of fundamental concepts, including more advanced theoretical and descriptive chemistry. Three class hours a week. Prerequisite: Chemistry 111, 141. Corequisite: Chemistry 142. *Credit, three hours.*

142 GENERAL CHEMISTRY LABORATORY

Introduction to quantitative analysis with primary emphasis on volumetric techniques. Three laboratory hours a week. Corequisite: Chemistry 112. *Credit, one hour.*

221 ORGANIC CHEMISTRY

Fundamental principles, reactions, and mechanisms of organic chemistry. Three class hours per week. Prerequisite: Chemistry 112, 142. Corequisite: Chemistry 241. *Credit, three hours.*

241 ORGANIC CHEMISTRY LABORATORY

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours a week. Corequisite: Chemistry 221. *Credit, one hour.*

222 ORGANIC CHEMISTRY

A continuation of Chemistry 221, emphasizing mechanisms, reactions, and physical methods of organic chemistry. Three class hours a week. Prerequisite: Chemistry 221, 241. Corequisite: Chemistry 242. *Credit, three hours.*

242 ORGANIC CHEMISTRY LABORATORY

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds, using chemical tests and instrumental analysis. Three laboratory hours a week. Corequisite: Chemistry 222. *Credit, one hour.*

351 QUANTITATIVE ANALYSIS

A study of volumetric and gravimetric methods of analysis. Prerequisite: Chemistry 111, 112. Three class hours and three laboratory hours a week. *Credit, four hours.*

352 INSTRUMENTAL ANALYSIS

A study of the theory and practice of instrumental methods of analysis. Prerequisite: Chemistry 221. Three class hours and three laboratory hours a week. *Credit, four hours.*

436 BIOCHEMISTRY

See Biology 436, page 80. *Credit, three hours.*

446 BIOCHEMISTRY LABORATORY

See Biology 446, page 80. *Credit, one hour.*

474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry. Three class hours a week. Prerequisite: Chemistry 112, 142. *Credit, three hours.*

444 INORGANIC CHEMISTRY LABORATORY

Advanced techniques of inorganic preparations. Three laboratory hours a week. Prerequisite or corequisite: Chemistry 474. *Credit, one hour.*

485 PHYSICAL CHEMISTRY

Prerequisite: Chemistry 111, 112; Physics 221, 222; Mathematics 211, 212. *Credit, four hours.*

499 SEMINAR

May be taken for credit more than one semester. Offered for pass-fail grading only. *Credit, one to three hours.*

Physics

204 PRINCIPLES OF PHYSICS

A non-mathematical treatment of the fundamental principles of physics, with emphasis on their relevant applications. *Credit, three hours.*

221 GENERAL PHYSICS I

Mechanics, heat, and wave-motion. Three class hours and one two-hour laboratory period a week. *Credit, four hours.*

222 GENERAL PHYSICS II

Electricity and magnetism, light, and modern physics. Three class hours and one two-hour laboratory period a week. *Credit, four hours.*

Geography

Geography 204 carries credit toward the area requirement in the natural sciences. Geography 205, 236, and 368 may be used for credit toward the area requirement in the social sciences.

204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of man's physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Offered both semesters. Three class hours and one three-hour laboratory period a week. *Credit, four hours.*

205 WORLD REGIONAL GEOGRAPHY

A systematic survey of the major world regions with regard to culture, natural resources, economics, and political ties, and their future position in world trade. Prerequisite: Geography 204 or special permission of the departments concerned. *Credit, three hours.*

236 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever growing problem of preservation for future generations. *Credit, three hours.*

368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours.*

SCI 764 THE TEACHING OF SCIENCE

See page 87. May not be counted toward a major. *Credit, three hours.*

Additional courses in chemistry and physics are available through the Cooperating Raleigh Colleges.

A student interested in a joint degree program in chemical engineering with North Carolina State University should contact an adviser within the chemistry department during her freshman year.

Students who wish advanced study and research in chemistry and physics should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

EDUCATION

Associate Professor Murray, *Chairman;* Associate Professor Browde; Assistant Professors Allred and Johnson.

Teacher Education

A student may choose teacher certification as a second area of concentration. A major subject in the liberal arts must be selected from the list on page 55. Programs are available for certification as a teacher on the secondary level (grades 7-12); on the intermediate level (grades 4-9); in early childhood (kindergarten - grade 3); and art or music (kindergarten - grade 12). See pages 58-62 for details of major subject selection and teacher education procedures.

Education Courses

Educational Psychology (Education 234), is recommended as the first course in the professional sequence.

234 EDUCATIONAL PSYCHOLOGY

A study of the psychological principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. *Credit, three hours.*

335 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural foundations perspective including an understanding of the American education goal. Consideration is given to educational organization, finance, administration, and curricula, as well as current issues facing American schools. *Credit, three hours.*

336 PHILOSOPHY OF EDUCATION

A study of the philosophical issues which bear upon education. A comparative treatment of the conflicting beliefs about reality, knowledge, and value is made in terms of idealism, realism, scholasticism, experimentalism, and existentialism. Linguistic analysis and social philosophies in education are also examined. *Credit, three hours.*

344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOLS

A study of the interrelated processes of listening, speaking, reading, and writing with particular emphasis upon the major aspects of reading instruction. Included in the course is an intensive study of the major word attack skills. The relationship of phonology to orthography is explored, and strategies for teaching interrelated phonics and structural analysis skills are developed.

The particular needs of the early childhood and intermediate teacher will be considered. *Credit, three hours.*

348 PERSPECTIVES IN EARLY CHILDHOOD EDUCATION

A review of the historical, philosophical, and psychological foundations of early childhood education. Emphasis will also be given to the development of concepts in young children. *Credit, three hours.*

349 TEACHING IN ELEMENTARY AND MIDDLE SCHOOLS

A study of the structure and function of elementary and middle schools with emphasis on the role of the teacher. Consideration is given to curriculum, planning and evaluation, instructional materials and resources, teacher-parent relationships, records, and reports. Fall semester only. *Credit, three hours.*

439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience in a school setting. Student teaching is on the block. Weekly seminars are arranged. Fee, $50. Block course. Pass-fail grading only. *Credit, six hours.*

Student Teaching Requirements

The following requirements must be met before a student is permitted to register for student teaching.

A. An overall grade point average of 2.00 or above to have been achieved by the end of the term prior to student teaching.

B. Observation and participation in the public schools and/or with children and youth in other situations.

C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness.

D. Current enrollment in or satisfactory completion of all required methods courses.

E. The required physical exam for public school teachers.

F. Filing of an application for student teaching placement with the Department of Education.

440 SEMINAR IN EDUCATION
(Early Childhood and Intermediate)

A study of the current issues having a direct influence upon educational practice and research. This is taken concurrently with Education 439 and is offered in separate sections for those certifying in early childhood and intermediate elementary education. Block course. Pass-fail grading only. *Credit, one hour.*

455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of mathematics in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of science in the elementary school with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources and strategies which facilitate the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

466 ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and problems of adolescents, with consideration of the psychological basis of adolescent behavior, including measurement procedures and research results. Block course. *Credit, three hours.*

467 THE SECONDARY SCHOOL

The historical development, including place and function of secondary education in our democracy; the organization and administration of the high school curriculum, methods of planning and teaching, qualifications of the high school teacher, student guidance, records, and reports. Block course. *Credit, three hours.*

468 READING STRATEGIES WITH SECONDARY SCHOOL STUDENTS

A series of experiences designed for the classroom teacher in the secondary school with emphasis upon assisting students having difficulties in reading, developing techniques for enabling students to improve their reading skills, and utilizing methods which encourage students to read. Block course. Pass-fail grading only. *Credit, one hour.*

Methods Courses

Methods courses are offered for those enrolling in elementary (early childhood and intermediate) education. Students seeking certification at the secondary level must take the methods course appropriate to the teaching field. In these courses students are introduced to aims, objectives, materials, and techniques of the teaching fields and levels of the approved teacher education programs.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

734 Methods in the Teaching of Art. *Credit, three hours.*

744 Art in the Elementary School. *Credit, four hours.*

764 The Teaching of Science. *Credit, three hours.*

764 The Teaching of Business. *Credit, three hours.*

764 The Teaching of English. *Credit, three hours.*

764 The Teaching of Foreign Language. *Credit, three hours.*

744 Health Education in the Elementary School. *Credit, two hours.*

744 Physical Education in the Elementary School. *Credit, two hours.*

764 The Teaching of Social Studies. *Credit, three hours.*

764 Methods of Teaching Home Economics. *Credit, three hours.*

764 Methods of Teaching Secondary Mathematics. *Credit, three hours.*

720 Materials and Methods for Teaching Music in Grades K-3. *Credit, two hours.*

721 Materials and Methods for Teaching Music in Grades 4-6. *Credit, two hours.*

722 Materials and Methods for Teaching Music in Grades 7-12. *Credit, two hours.*

744 Music in the Elementary School. *Credit, four hours.*

ENGLISH

Assistant Professor Brewer, *Chairman;* Professors Knight and Rose; Assistant Professors Gilbert, Samson and Taylor; Instructors English and Jones.

The department offers a major in English.

Certain clearly defined aims have determined both the individual course offerings and emphases and the program for majors in the Department of English. In brief, these may be defined as appreciation of human values; skills in expression, both oral and written, including increased ability to think logically and independently, as well as to express those thoughts clearly and effectively; and aesthetic appreciation and enjoyment of great literature which preserves our cultural heritage. It is the hope of the department that courses in both language and literature, committed to such ends, will foster in the student a continuing interest in self-cultivation in these powers of thought, expression, and appreciation.

The study of English as a major may prepare a student for graduate study in this or related fields or for careers in such areas as the following: teaching and school administration; journalism and editorial work; personnel work and counseling; positions in business and research, libraries, museums, churches; free-lance media writing. A major in English is also highly recommended as pre-professional training for both law and medicine.

Requirements for a Major

Thirty hours in English, including 111, 201, 374 or equivalent, and a seminar. Twelve hours must be selected from 351, 352, 355, 356, 357, 498, and at least six additional hours from courses numbered above the 200's.

No credit in English is given for 764. English 202 is strongly recommended for the English major.

Prerequisites

English 111 is a prerequisite for all other courses in English; English 201 is a prerequisite for all other literature courses in the department.

111 PRINCIPLES OF WRITING

Offered both semesters. *Credit, three hours.*

201 MAJOR BRITISH WRITERS

Offered both semesters. *Credit, three hours.*

202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to English 201. *Credit, three hours.*

206 MAJOR AMERICAN WRITERS

Offered both semesters. *Credit, three hours.*

[208 WORLD MASTERPIECES IN TRANSLATION]

Credit, three hours.

235 CREATIVE WRITING

Credit, three hours.

351 OLD ENGLISH

Credit, three hours.

352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Prerequisite: English 351. *Credit, three hours.*

355,356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. *Credit, three or six hours.*

357 MILTON SEMINAR

Poetry and selected prose. *Credit, three hours.*

358 ADVANCED GRAMMAR AND COMPOSITION

Introduction to linguistics; a study of traditional and transformational grammars; the writing of expository papers. *Credit, three hours.*

359 AMERICAN LITERATURE SEMINAR

Selected topics for study. Prerequisite: English 206 or equivalent. *Credit, three hours.*

364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY

A study of some of the principal 20th century English and American poets and their works. *Credit, three hours.*

365 ENGLISH POETRY OF THE ROMANTIC PERIOD

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. *Credit, three hours.*

[367 ENGLISH POETRY OF THE VICTORIAN PERIOD]

A study of the poetry of Browning and Tennyson, with selections from other poets of the Victorian period. To alternate with ENG. 365. *Credit, 3 hours.*

368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. *Credit, three hours.*

[370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY]

A study of selected works (novels, short stories, and drama) by 20th century English and American authors. *Credit, three hours.*

374 TECHNIQUES OF LITERARY RESEARCH

A directed individual study, including a survey of library resources and research techniques and culminating in a short research paper. Open only to English majors. *Credit, one hour.*

498 SENIOR SEMINAR

Representative epics, dramas, and novels of Continental literature studied in relation to English literature. Open only to majors in English. *Credit, three hours.*

764 THE TEACHING OF ENGLISH

See page 87. Block course. May not be counted toward a major. *Credit, three hours.*

Students who wish advanced study and research in literature should consult with the departmental chairman and arrange for it through the special studies options listed on page 75. Students may elect courses through the Cooperating Raleigh Colleges.

FOREIGN LANGUAGES

Associate Professor Kurtz, *Chairman*; Associate Professor Ledford; Assistant Professors Holt, Pitts, and Seabrook; Instructors Short and Winz.

The Department of Foreign Languages offers a major and a minor in French and Spanish, two years of Latin with some advanced work for those who need it, and two years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization and literature.

Requirements for a Major

Thirty hours in foreign languages above 101, 102, including 364 and 365. Majors in French and Spanish must include 305 and 306. Majors in Spanish must also include 366 and 367. All foreign language majors must take History 102, and are urged to include a second language as a related field. In order to comply with certification requirements, students who plan to teach French or Spanish must take the courses numbered 305 and 306 in the language to be taught. All students planning to teach a foreign language must take 764 which may not be counted toward a major. Advanced courses in literature are open to non-majors. In these courses, some accommodation is made for non-majors in the use of the language.

Advanced Placement

A placement test will be given in August, December, and May. Entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 level.

Students will be placed at the appropriate level on the basis of a placement test given at the beginning of each semester. Entering and continuing students may receive up to six hours credit for intermediate language courses. (Advanced placement credit is never awarded for elementary courses.) To receive advanced placement credit, a student must apply to the department upon completion of two three-hour courses at the 300 level with a grade of C or better.

French

101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for French 102 or 201. Class preparation includes listening to assigned tapes kept on reserve. *Credit, three hours.*

101 ELEMENTARY FRENCH READING I

Introduction to the French language through analysis. Grammar, readings of appropriate difficulty, and some emphasis on pronunciation. Open to students who have had French in high school but who cannot qualify for French 102 or French 201. *Credit, three hours.*

102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of French 101. English will be used in the classroom for orientation purposes only. A two-hour lab will be required where necessary. *Credit, three hours.*

102 ELEMENTARY FRENCH READING II

A review and continuation of French 101. Increasing emphasis in reading. Prerequisite: French 101 or equivalent. *Credit, three hours.*

201 INTERMEDIATE FRENCH I

A review and continuation of French 101 and 102, and gradual introduction of graded readings. Prerequisite: French 102 or equivalent. *Credit, three hours.*

202 INTERMEDIATE FRENCH II

A continuation of French 201. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Prerequisite: French 201 or equivalent. *Credit, three hours.*

304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. *Credit, three hours.*

305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in French. Prerequisite: French 202 or equivalent. *Credit, three hours.*

306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Required of majors in French. Prerequisite: French 202 or equivalent. *Credit, three hours.*

364 FRENCH LITERATURE TO 1789

Selected reading in French literature from the beginnings to the French revolution with some emphasis on culture and civilization. Prerequisite: French 202 or equivalent. *Credit, three hours.*

365 FRENCH LITERATURE FROM 1789 TO THE PRESENT

Selected readings in French literature from the French revolution to the present. Prerequisite: French 202 or equivalent. *Credit, three hours.*

[366 FRENCH ROMANTICISM]

Credit, three hours.

[367 FRENCH REALISM AND SYMBOLISM]

A study of Realism and Symbolism as reflected in various genres. Emphasis on Flaubert and Baudelaire. *Credit, three hours.*

368 MODERN FRENCH LITERATURE

A general study of the main literary movements of the 20th century. *Credit, three hours.*

[369 CONTEMPORARY FRENCH LITERATURE]

From 1945 to the present. Emphasis on Camus, Sartre, and Robbe-Grillet. *Credit, three hours.*

394 SEMINAR IN SEVENTEENTH CENTURY

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. *Credit, three hours.*

395 SEMINAR IN EIGHTEENTH CENTURY

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships. *Credit, three hours.*

764 THE TEACHING OF A FOREIGN LANGUAGE

See page 87. May not be counted toward a major. *Credit, three hours.*

German

101 ELEMENTARY GERMAN I

Introduction to the German language through analysis. Grammar, graded readings, and some oral emphasis. Open to students who cannot qualify for German 102. *Credit, three hours.*

102 ELEMENTARY GERMAN II

A review and continuation of German 101. Prerequisite: German 101 or equivalent. *Credit, three hours.*

201, 202 INTERMEDIATE GERMAN

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; some practice in use of the spoken language. Prerequisite: German 102 or equivalent. *Credit, three hours.*

Latin

101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar. *Credit, three hours.*

102 ELEMENTARY LATIN II

A review and continuation of Latin 101. Increased emphasis on reading. *Credit, three hours.*

201, 202 INTERMEDIATE LATIN

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid. *Credit, six hours.*

364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: Latin 201, 202 or advanced placement. *Credit, six hours.*

366, 367 ADVANCED LATIN READING

Authors studied to be selected by instructor—after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: Latin 364, 365 or instructor's permission. *Credit, six hours.*

Spanish

101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for Spanish 102 or 201. A two-hour lab will be required where necessary. *Credit, three hours.*

Reading Sections

Introduction to the Spanish language through analysis. Grammar, readings of appropriate difficulty, and some emphasis on pronunciation. Open to students who have had Spanish in high school but who cannot qualify for Spanish 102 or Spanish 201. *Credit, three hours.*

102 ELEMENTARY SPANISH II

A review and continuation of Spanish 101. English will be used in the classroom for orientation purposes only. A two-hour lab will be required where necessary. *Credit, three hours.*

201 INTERMEDIATE SPANISH I

A review and continuation of Spanish 101 and Spanish 102. Introduction of the more difficult aspects of modern spoken Spanish. English will be used in the classroom for orientation purposes only. Prerequisite: Spanish 102 or equivalent. *Credit, three hours.*

202 INTERMEDIATE SPANISH II

A continuation of Spanish 201. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Prerequisite: Spanish 201 or equivalent. *Credit, three hours.*

304 SPANISH CIVILIZATION

A survey of the historical development of Spain as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. Taught alternately with Spanish 494. *Credit, three hours.*

305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in Spanish. *Credit, three hours.*

306 ADVANCED GRAMMAR, CONVERSATION AND COMPOSITION

Required of majors in Spanish. *Credit, three hours.*

364 SPANISH LITERATURE TO 1800

Selected Spanish literature beginning with the "Poema de mio Cid" and going through the seventeenth century. *Credit, three hours.*

365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with Spanish 366, 367. Prerequisite: Spanish 201, 202 or advanced placement. *Credit, six hours.*

366, 367 SPANISH-AMERICAN LITERATURE AND CIVILIZATION

A study of representative works of Spanish-American literature, particularly as they reflect the history and civilization of the nations concerned. Alternates with Spanish 364, 365. *Credit, six hours.*

368 MODERN SPANISH DRAMA

Open to seniors and to others by special permission. Alternates with Spanish 369. *Credit, three hours.*

369 MODERN SPANISH NOVEL

The modern Spanish novel, beginning with Fernan Caballero. Open to seniors and to others by special permission. Alternates with Spanish 368. *Credit, three hours.*

494 SEMINAR IN CERVANTES AND THE GOLDEN AGE OF SPAIN

Open to juniors by special permission. *Credit, three hours.*

764 THE TEACHING OF A FOREIGN LANGUAGE

See page 87. May not be counted toward a major. *Credit, three hours.*

Students who wish advanced study in foreign languages should consult with the departmental chairman and arrange for it through the special studies options listed on page 75. Students may elect courses at other Cooperating Raleigh Colleges.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Associate Professor Massey, *Chairman* and Athletic Director; Assistant Professor Allen; Instructors Chamblee, Huber, Whelan, and Pritchard; Huggins, Director of Equitation.

Through the study of health and physical education the student gains a greater knowledge and appreciation of her physical self. The Department of Health, Physical Education, and Recreation offers a wide variety of activities with special emphasis on individual sports, aquatics, conditioning, and dance. For the highly skilled there are opportunities to participate in the intercollegiate program or to become involved in the Dance Ensemble, the Aqua Angels or the Hoof Print Club.

Theory: Health

100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge and understanding pertaining to personal and community health. Special emphasis on developing positive health attitudes and practices. *Credit, two hours.*

200 FIRST AID

A course designed to prepare students with the knowledge and skills to meet most situations when emergency first aid care is necessary. American Red Cross Certification. *Credit, two hours.*

744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of the elementary school-age children and to provide them with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements. *Credit, two hours.*

Theory: Physical Education

744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the physical education needs and interests of the elementary school-age children and to provide them with information, ideas, and experiences pertinent to principles, planning, teaching, and evaluating physical education at the elementary school level. Does not meet general education requirement. *Credit, two hours.*

Activity: Physical Education and Recreation

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional physical education activity courses. However, no more than eight credits may be counted in the 124 hours required for graduation.

A student may repeat a course at the same level only with special permission granted by the departmental chairman and upon recommendation from her previous instructor.

All activity courses carry *one credit hour* per semester. Pass-fail grading only. (See page 71 for exception.)

Aquatics

110 Swimming I - for non-swimmers.

210 Swimming II - must be able to swim in deep water.

311 Advanced Life Saving - for strong swimmers to qualify for Red Cross Advanced Life Saving Certificate.

312 Water Safety Instructor - Prerequisite: current Red Cross Advanced Life Saving Certificate.

113 Synchronized Swimming I - fundamentals including stunts, stroke variations, and choreography; must be a strong swimmer and know basic strokes.

313 Synchronized Swimming II - Performing group; advanced skills with emphasis on show production. Prerequisite: P. E. 113 or equivalent plus audition.

Conditioning

120 Conditioning - includes jogging and activities for muscle tone, weight, and figure control.

*Equitation**

The equitation program offers instruction in balance seat—a combination of hunt seat and dressage. It helps to develop control of the horse and a firm riding seat. Skill for lifetime recreation is the aim of the instruction at all levels.

Advanced riders may arrange with the director of equitation to utilize Meredith facilities for their individualized needs. Boarding facilities are available for a fee (see page 31). Before being permitted to ride, a student must sign the release form available in the business office.

130 Equitation I (Beginner)

230 Equitation II - Prerequisite: P.E. 130 or equivalent.

330 Equitation III - Prerequisite: P.E. 230 or equivalent.

Individual Sports

140 Archery

141 Badminton I (Beginner)

241 Badminton II - Prerequisite: P.E. 141.

142 Bowling I* - (taught at Western Lanes).

242 Bowling II* - Prerequisite: P.E. 142 or equivalent.

143 Golf I*

243 Golf II* - Prerequisite: P.E. 143 or equivalent.

144 Gymnastics I - must be able to do forward roll and support body weight on hands.

244 Gymnastics II - Prerequisite: P.E. 144 or consent of instructor.

344 Gymnastics III - Prerequisite: P.E. 244.

146 Tennis I (Beginner)

246 Tennis II - Prerequisite: P.E. 146 or equivalent.

346 Tennis III - Prerequisite: P.E. 246 or equivalent.

147 Snow Skiing* - taught between semesters (French Swiss Ski College, Boone, North Carolina.)

148 Racquet Ball* - (taught at Highwoods)

Rhythmic Activities

151 Ballet I

251 Ballet II - Prerequisite P.E. 151 or equivalent.

152 Folk and Square Dance

153 Modern Dance I - Technique.

154 Modern Jazz

155 Modern Dance I - Dance-Composition I. Prerequisite: P.E. 153 or equivalent

253 Modern Dance II - Technique. Prerequisite: P.E. 153 or equivalent

255 Modern Dance II - Dance-Composition II. Prerequisite: PE 155 or equivalent

353 Modern Dance - Meredith Dance Ensemble. By audition.

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*Special Fee

356 **Ballet-Modern Dance III** - Prerequisite: Ballet 251 or Modern Dance 253 or equivalent.

Team Sports

161 **Basketball**

163 **Softball**

164 **Volleyball**

Intercollegiate Sports

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

470 **Golf**

471 **Basketball**

474 **Tennis**

475 **Volleyball**

477 **Softball**

Students who wish special, individual, or group study in health, physical education, or recreation should consult with the department chairman and arrange for it through the special studies options listed on page 75.

Students may elect courses through the Cooperating Raleigh Colleges.

HISTORY AND POLITICAL SCIENCE

Professor F. Grubbs, *Chairman;* Professor Burris; Associate Professors Gates and Parramore; Assistant Professors C. Grubbs and Stewart.

The department offers a major in history, American civilization, non-Western civilizations, and political studies.

The Department of History and Political Science seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and political science. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

Special Career Directions

History and political science majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and political science. The department has special career tracks and internships in vocational areas.

Advanced Placement

The department offers advanced placement in American History 214, 215; Western Civilization 101, 102; Introduction to Non-Western History 224; Political Science 100.

Requirements for a Major in History

A major in history consists of 30 hours, including three hours in History 101 or 102; three hours in History 214 or 215; History 224; and History 499. The research experience must be either History 334 or three term papers in courses numbered 300 or above. Major professor, Mr. Grubbs.

Requirements for a Major in American Civilization

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and a seminar in history, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Mr. Grubbs.

Requirements for a Major in Non-Western Civilizations

A major in non-Western civilizations consists of 36 hours with a minimum of 18 hours in history, including 325, 334, and a seminar in history; also nine hours selected from History 101, 102, and non-Western courses; and a minimum of 15 hours in related fields such as anthropology, political science, economics, geography, religion, fine arts. Students planning to teach should also elect six additional hours in American history. Major professor, Mrs. Gates.

Requirements for a Major in Political Studies

A major in political studies is a multi-disciplinary major with a political science core. Requirements include 36 credit hours with 18-21 hours in political science, including individual research and a seminar in scope and methods, and 15-18 hours in related fields such as sociology, economics, religion, philosophy, psychology, and history. The choice of courses in related fields must be approved by the director of the political studies program. Major professor, Mr. Stewart.

History

101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman and Judaeo-Christian traditions. The Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750. *Credit, three hours.*

102 MODERN WESTERN CIVILIZATION

The rise of nationalism, romanticism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world. *Credit, three hours.*

214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction. *Credit, three hours.*

215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state. *Credit, three hours.*

224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa. *Credit, three hours.*

231 AN INTRODUCTION TO MUSEOLOGY

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

233 RESEARCH IN LOCAL AND FAMILY RECORDS

Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

302 ENGLISH HISTORY SINCE 1066 A.D.

A general survey of the history of English from the Norman Conquest to the present. Emphasis on the development of English political institutions, literature, cultural, social, economic, political and constitutional issues. *Credit, three hours.*

304 ANCIENT HISTORY

A study of the cultural and historical characteristics of the earliest civilizations, with special emphasis on the Greek and Roman contributions to subsequent civilizations. *Credit, three hours.*

306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. *Credit, three hours.*

307 ISSUES IN MODERN EUROPEAN HISTORY

A study of Western Europe since 1815 with emphasis on facism, social democracy, world wars, radicalization of the young, quest for a United States of Europe, relations with the superpowers. *Credit, three hours.*

313 NINETEENTH CENTURY AMERICA

A study of the federal period and the social, political, military, and industrial developments in the 19th century. Southern contributions will be emphasized. *Credit, three hours.*

314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial make-up, and Revolutionary period. *Credit, three hours.*

318 AMERICAN FOREIGN RELATIONS IN THE TWENTIETH CENTURY

The development of American foreign policy, its history, problems, and future course as related to Europe, Asia, and South America. *Credit, three hours.*

320 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history. *Credit, three hours.*

324 ASIA IN THE TWENTIETH CENTURY

Designed to explore myths and realities of 20th century nationalism in Asia. Democracy, regional development, traditional values, human rights, population, energy, and world problems will be emphasized. Primarily a study of India, Pakistan, Bangladesh, China, and Japan. *Credit, three hours.*

325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages. *Credit, three hours.*

334 METHODS OF HISTORICAL RESEARCH

Investigation of uses of manuscripts, public documents, and other types of primary source materials with Meredith library and other libraries in the area. Directed analysis and organization of materials to produce a major paper. Usually, majors only. *Credit, three hours.*

499 SENIOR SEMINAR

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only. *Credit, three hours.*

SST 764 THE TEACHING OF SOCIAL STUDIES

Required for secondary teacher certification. May not count towards a major. *Credit, three hours.*

Political Science

PSC 948 CAPITAL CITY SEMESTER

The Capital City Semester, an intercollegiate program of intensive seminar and research experience in North Carolina government and politics, will be offered in the spring semester, generally in even-numbered years. Participants will meet downtown on Tuesdays and Thursdays for seminar sessions with speakers who are involved in state government-related activities. Special research projects, field trips, and individual observation projects are also part of this program. Six hours of seminar credit and three hours of research credit are typically granted for participation in this program, although it is possible to take the seminar without the research component.

PSC 100 AMERICAN POLITICAL SYSTEM

An introduction to each level of American government; local, state, and national, with emphasis on the policy-making process. *Credit, three hours.*

PSC 204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, China, and at least one developing nation. *Credit, three hours.*

PSC 300 POLITICAL PARTIES AND PRESSURE GROUPS

A study of the organization and practices of American parties and pressure groups. Included will be the study of campaigns and elections, lobbying and other pressure group processes, and an evaluation of pressure groups as mediating agencies for individual participation and for social change in the United States. *Credit, three hours.*

PSC 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation. The course includes consideration of the role of the Supreme Court as a judicial and political force in American government, and consideration of the uses of law as an agent for social change. Emphasis will be on the interpretation of civil liberties and civil rights guarantees. *Credit, three hours.*

PSC 302 STATE AND LOCAL POLITICS IN THE UNITED STATES

Processes and policies related to state and local government and politics. Included will be the study of federalism, intergovernmental relations, state powers, urban politics and problems, and processes and influences in state politics. This course will not be offered in those years when the Capital City Semester program is offered. *Credit, three hours.*

PSC 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the director of the political studies program. *Credit, three hours.*

PSC 350 SELECTED TOPICS IN POLITICAL STUDIES

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. May be taken on multiple occasions. *Credit, one to four hours.*

INTRODUCTION TO RESEARCH

See Sociology 374 and 375 for description (p. 115).

PSC 400 SEMINAR OR READINGS IN SCOPE AND METHODS OF POLITICAL SCIENCE

An exploration into (a) the scope of political science study in historical and contemporary times, (b) social science methodology, and (c) career development in relation to political science. Pass-fail grading only. This course is required of all political studies majors. *Credit, one hour.*

Courses are available through the Cooperating Raleigh Colleges in African, Far Eastern, French, German, and Middle Eastern history, and in advanced topics in political science.

Students who wish advanced study or research in history or political science should consult the departmental chairman and arrange for it through the special studies options listed on page 75.

HOME ECONOMICS

Associate Professor Stuber, *Chairman*; Assistant Professor Goode; Instructors Cook, Friedrich, and Grenfell.

The department offers a multi-faceted major for students earning either a Bachelor of Arts or a Bachelor of Science degree. A versatile program in home economics provides a broad liberal arts education, preparation for a profession and service to community, enriched home and family living, and personal fulfillment.

The curriculum includes five areas of study: clothing and textiles, family relationships, foods and nutrition, home management, and interior design.

Requirements for a Major

BACHELOR OF ARTS

Thirty-two hours in home economics with at least one course in each of the five home economics areas, including 335, 374, 427, 455 and 499.

BACHELOR OF SCIENCE

Thirty-two hours in home economics with at least one course in each of the five home economics areas, including 335, 374, 418, 427, 455 and 499.

Twenty-two semester hours in related subjects, including Chemistry 111 and 112; Biology 101 and 102; and six semester hours selected from courses in mathematics, physics, chemistry, or biology (microbiology, organic chemistry, and genetics recommended).

Clothing and Textiles

115 BEGINNING CLOTHING CONSTRUCTION

The practical application of basic construction techniques including principles of selection and experience in handling different types of fabrics and garments. Two lectures and four hours of laboratory. *Credit, three hours.*

214 FASHION FUNDAMENTALS

Emphasis on the dynamics of fashion and the operations involved in the production and merchandising of apparel. Consideration of career opportunities within the fashion industry. Offered fall semester only. *Credit, three hours.*

216 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analyze custom and fusible methods of tailoring. Prerequisite: Home Economics 115. One lecture and five hours of laboratory. Offered fall semester only. *Credit, three hours.*

317 FLAT PATTERN DESIGN

Fundamental principles of pattern modification and development by the flat pattern method. Interrelated factors in fitting and flat pattern design. Prerequisite: Home Economics 115. One lecture and five hours of laboratory. Offered alternate spring semesters. *Credit, three hours.*

318 DRAPING

Application of principles involved in designing apparel using draping techniques. Prerequisite: Home Economics 115. One lecture and five hours of laboratory. Offered alternate spring semesters. *Credit, three hours.*

418 TEXTILES

Consideration of textiles from raw materials through manufacturing and finishing of fabrics from the viewpoint of the consumer. Offered spring semester only. *Credit, three hours.*

Family Relationships

204 DEVELOPMENTAL PSYCHOLOGY

See Psychology 204 for description. *Credit, three hours.*

234 THE PRESCHOOL CHILD

A study of the behavior and development of pre-school children. Observation of and participation in the care and guidance of a group of pre-school children at the Raleigh Pre-School. Two lectures and three hours of laboratory. *Credit, three hours.*

335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. *Credit, three hours.*

Foods and Nutrition

124 INTRODUCTORY FOODS AND COOKERY

Food selection and preparation. Two lectures and four hours of laboratory. *Credit, three hours.*

222 FOOD CONSERVATION

Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Offered fall semester only. Prerequisite: Home Economics 124. *Credit, one hour.*

223 EXPERIMENTAL FOODS

Food preparation from an experimental standpoint. Prerequisite: Home Economics 124. Offered spring semester only. *Credit, one hour.*

224 CREATIVE FOODS

A study of food and food customs of selected cultures. Experience with foods for special occasions. Prerequisite: Home Economics 124. *Credit, one hour.*

326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: Home Economics 124. Two lectures and two hours of laboratory. *Credit, two hours.*

327 INSTITUTIONAL FOOD MANAGEMENT

Management in quantity food production by standard methods of food preparation, merchandising, food cost control, equipment care and sanitation, food-service personnel management. Includes work experience. Offered alternate fall semesters. Prerequisite: Home Economics 124. *Credit, two hours.*

427 NUTRITION

Elementary principles of nutrition with practical application in planning diets for normal families. Offered spring semester only. *Credit, three hours.*

428 ADVANCED NUTRITION AND DIETETICS

A study of food nutrients, through digestion, absorption, cellular metabolism, and the relationship with disease and nutritional therapy. Offered alternate fall semesters. Prerequisites: Chemistry 111, 112; Biology 101, 102; Home Economics 427. *Credit, two hours.*

Home Management

345 HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment. Offered spring semester only. *Credit, three hours.*

355 HOME MANAGEMENT RESOURCES

Use of human and material resources to promote individual and family development. Emphasis on management of resources including time, energy, money, and materials. Offered fall semester only. *Credit, two hours.*

374 CONSUMER ECONOMICS

See Economics 374. *Credit, three hours.*

455 HOME MANAGEMENT — RESIDENCE

Residence in Ellen Brewer House. Suggested prerequisites: Home Economics 326, 355. *Credit, three hours.*

Interior Design

245 HOUSING

Study of the psychological, physiological, and social aspects of environment within and outside the dwelling. Study of needs of aged and handicapped. Study of floor plans, residential construction, legal and financial aspects, and site selection and landscaping. Government policies influencing housing: zoning codes. Offered fall semester only. *Credit, three hours.*

306 INTERIOR DESIGN

A course to explore the basic principles and skills of interior design. Included will be application of color dynamics, basic principles of design planning: a summary of significant architectural and interior design statements, and a consumer's guide to buying interior furnishings and accessories. Students will design a simple residence. Studio problems in interior design. Six hours a week. Also offered as Art 306. *Credit, three hours.*

446 HOME FURNISHINGS MATERIALS

An in-depth study of textiles in home furnishings, wood furniture, and crafts and budget decorating. Opportunity to develop skill in designing window treatments, reupholstering simple furniture, refinishing wood furniture and designing quality crafts for the home. Offered fall semester only. *Credit, three hours.*

447 ADVANCED INTERIOR DESIGN

The execution of creative solutions for commercial and institutional interior design problems. In-depth study of interior and exterior lighting solutions. Introduction to interior design profession. Development of portfolio. Prerequisite: Home Economics 306; Art 102. Offered spring semester only. Also offered as Art 447. *Credit, three hours.*

Seminar

499 SENIOR SEMINAR

History, philosophy, and current trends in home economics. Offered fall semester only. Pass-fail grading only. *Credit, one hour.*

Education

764 METHODS OF TEACHING HOME ECONOMICS

Practical experience in lesson planning using a variety of techniques including demonstrations, games, visual aids, feltboards, bulletin boards, and displays. Recommended for all majors. Required for secondary education majors. May not be counted toward a major. Offered spring semester only. *Credit, three hours.*

765 OCCUPATIONAL HOME ECONOMICS

Analysis of entry level employment, job opportunities, and associated skill requirements related to secondary home economics education. Includes field experience. Offered spring semester only. *Credit, two hours.*

Students who wish advanced study in home economics should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

MATHEMATICS

Associate Professor Wheeler, *Chairman*; Professor Davis; Associate Professor Preston; Assistant Professor Kraines; Instructors Bouknight and Taylor.

The department offers a wide variety of options to the Meredith student. Several introductory courses are available to satisfy the general education needs of the student, a minor program can be designed to complement the rest of a student's program, and one of two degrees can be obtained.

The B.A. in mathematics is designed to allow maximum flexibility for a major in mathematics. It is a good option for a student treating mathematics as a second major. The requirements for a B.A. provide adequate preparation for a prospective teacher of mathematics. The B.S. in mathematics has more specific requirements than the B.A. In addition to requiring more mathematics, it reflects the department's belief that every mathematics major should develop some expertise in a related area outside of mathematics.

Requirements for a Major

BACHELOR OF ARTS

The Bachelor of Arts in mathematics gives a good background in mathematics and allows electives in a wide range of academic interests. Teacher certification at all levels can be obtained with this degree.

Twenty-four hours in mathematics above the 100 level, including 211, 212, 220, 313, and 321. Mathematics 499 is recommended. The department *requires* the major to include at least six hours in the area of the natural sciences. Chemistry 111, 112, or Physics 221, 222 are recommended.

BACHELOR OF SCIENCE

The Bachelor of Science in mathematics requires greater depth in the mathematics discipline and in areas closely related to the mathematics field. This is important for graduate study in mathematics and related fields.

Thirty-three hours in mathematics above the 100 level, including 211, 212, 220, 313, 321, 410, 411 and either 499, independent study, or directed individual study. The department *requires* the major to include Chemistry 111; Physics 221, 222; five courses chosen from the areas of natural science, accounting, economics (not offered to satisfy general education requirements), computer science or statistics.

Special Programs

A student may combine liberal arts study at Meredith with specialized work at North Carolina State University through a cooperative arrangement. The programs are individually designed by faculty advisers from each campus with approval of the respective academic deans. A program may result in a second degree from North Carolina State University in addition to the degree from Meredith. Through such programs, Meredith students have obtained degrees or concentrations in engineering, computer science, and biomathematics.

Under the auspices of the Cooperating Raleigh Colleges program, the work done at North Carolina State University may begin as early as the sophomore year with as many as three courses per year available.

Requirement for Certification

For non-mathematics majors: 100 is required at the early childhood level, 100 and 110 are recommended at the intermediate level, and any three hours of math will satisfy requirements at the secondary level.

For mathematics majors: 100 is not recommended for any mathematics major. The mathematics requirement is satisfied by the courses in the major. Students wishing to teach secondary mathematics must have credit for 334, 340, CSC 100, and CSC 101, and must have a total of 30 hours of credit in mathematics, including the 100 level.

Credit Testing in Mathematics

Upon entering Meredith, a student may register for 100, 110, 211, or 212 depending upon her high school record, scores from the mathematics section of the Scholastic Aptitude Test, and her performance on a departmental credit test. Each year during orientation the department gives tests in algebra, trigonometry, and introductory calculus. If satisfactory scores are attained, credit will be given for the appropriate courses. Also, any student enrolled in an advanced placement mathematics course in her senior year may request placement in 212 with credit for 211 upon presentation of satisfactory scores on the proper examination.

Curriculum

Introductory College Mathematics

These courses introduce students to mathematical thinking at the college level, satisfy general studies' requirements, satisfy degree and certification requirements in several areas, and, in the case of MAT 110, prepare the student for specific upper level courses in mathematics.

100 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Includes set theory, the metric system, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, elementary algebra, and the development of the real number system. May not be counted toward a major. *Credit, three hours.*

110 ELEMENTARY FUNCTIONS

Includes the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions, and functions of two variables. The course builds on the algebra and geometric concepts taught in high school. May not be counted toward a major. *Credit, three hours.*

Analysis

211 CALCULUS I

Introduces the ideas of limits, derivatives and integrals with their principal interpretations and applications. Prerequisite: Mathematics 110 or placement. *Credit, three hours.*

212 CALCULUS II

A continuation of the calculus of functions of one variable. Prerequisite: Mathematics 211. *Credit, three hours.*

313 CALCULUS III

A continuation of 212 with a focus on the theory and techniques of multivariable calculus. Prerequisite: Mathematics 220. *Credit, three hours.*

354 INTRODUCTION TO DIFFERENTIAL EQUATIONS

Includes first order equations, linear equations of higher order, Laplace transforms, series solutions, and their applications. Prerequisite: Mathematics 212. *Credit, three hours.*

410, 411 ADVANCED CALCULUS I AND II

Includes the real numbers, set theory, continuity, differentiation, the Riemann integral, and series. Mathematics 410 offered spring semester only. Mathematics 411 offered fall semeter only. Prerequisite: Mathematics 313. *Credit, three hours each semester.*

Algebra

220 LINEAR ALGEBRA

A study of vector spaces, linear transformation, matrices, determinants and their applications. Prerequisite: Mathematics 211. *Credit, three hours.*

321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. Prerequisite: junior standing. *Credit, three hours.*

Geometry

334 MODERN COLLEGE GEOMETRY

A study of geometry which emphasizes Euclidean and introduces hyperbolic, elliptic, and transformational geometries. Prerequisite: four semesters of math above 100 level. *Credit, three hours.*

Probability and Statistics

245 BASIC STATISTICS

A general introduction to descriptive and inferential statistics for the non-math major. Includes elementary probability, distributions, estimation of population parameters, confidence intervals, hypothesis testing, analysis of variance, correlation, and regression. Credit will not be allowed for both Mathematics 245 and Psychology 200. *Credit, three hours.*

340 INTRODUCTION TO PROBABILITY AND STATISTICS

A study of probability as a mathematical system. Includes random variables and their distributions, limit theories, and topics in statistical inference. Prerequisite: Mathematics 211. Offered fall semester only. *Credit, three hours.*

341 ADVANCED PROBABILITY AND STATISTICS

A study of statistical theory and inference from data. Includes estimation, decision theory, testing hypothesis, relationships in a set of random variables. Credit will not be allowed for both Mathematics 341 and Psychology 200. Prerequisite: Mathematics 340. Offered spring semester only. *Credit, three hours.*

Miscellaneous

499 SEMINAR IN ADVANCED MATHEMATICS

Prerequisite: senior standing. *Credit, three hours.*

764 METHODS OF TEACHING SECONDARY MATHEMATICS

May not be counted toward a major. Offered spring semester only. *Credit, three hours.*

Computer Science

Courses with a CSC prefix do not apply toward the mathematics general education requirements. However, such courses are complementary to any quantitatively oriented program.

CSC 100 INTRODUCTION TO COMPUTING

A study of the capabilities and limitations of the computer including its impact on society. A simple theoretical computer gives the student insight into computer design. Flow charting is used to study the design of algorithms. Several simple computer programs are written from the flow charts and run on the computer. *Credit, two hours.*

CSC 101 INTRODUCTION TO A LANGUAGE

A study of a specific computer language. Prerequisite: CSC 100. *Credit, one hour.*

Courses are also available at North Carolina State University under the interinstitutional cooperation plan in a variety of areas of both pure and applied mathematics.

Students who wish advanced study and research in mathematics should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

MUSIC AND THE PERFORMING ARTS

Professor David Lynch, *Chairman;* Associate Professor Clyburn; Assistant Professors Fogle, Garriss, Haeseler, McCachern, Sullivan, and Vaglio; Instructor Burt; Special Instructors Abernethy, Bogda, Boggs, Craver, Daugherty, Downward, Farrington, Goode, Gorski, Lohr, Long, Lorek, M. Lynch, Mole, Mostow, Partridge, Peery, Phillips, Radford, Riva-Palacio, Russell, Southwick, Stoughton, Whitlow, Windham, and Witt.

The department offers majors in music (B.A.), music education, and applied music (B.Mus.), and minors in music, music theater, and theater.

Audition

Students wishing to major in any branch of music must demonstrate to the music faculty that their talent and training are such that they are qualified to carry on the work. An audition and personal interview with members of the music faculty are prerequisites for admission into a music program; in some cases, a tape recording may be sent in lieu of an audition.

Requirements for a Major

BACHELOR OF ARTS

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. Some students pursuing the B.A. in music also obtain the early childhood teaching certificate; some, a second major in religion as preparation for church music or other ministry.

The candidate for the degree of Bachelor of Arts with a major in music must fulfill the same requirements as candidates for the degree with majors in other fields (pages 53-56). The student must take at least 48 hours in music as follows:

Music courses	28
Theory 100, 101, 202, 203	12
Solfege 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
History of Musical Styles and Structures 315, 316	8
Seminar in Music Literature 494	2
Applied music and electives	16
Minimum in applied music	8
Graduation recital 490	1
Electives	7
(Applied music, music literature, theory, music education, or ensemble)	

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in either music education or applied music seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching and for graduate work in music therapy. A major in applied music may prepare a student for private studio teaching, church music, performance, and, after graduate work, college teaching. The study of music in all of the programs, including the B.A. in music, may also prepare the student for specialized study leading to music library certification and for various types of work related to the music industry.

Requirements for the degree as outlined below are planned with this aim.

Major in Applied Music

LIBERAL ARTS AND SCIENCES	42
English composition	3
Major British writers	3
Foreign language	6-12
(Students will be placed at the appropriate level by the foreign languages department. Voice majors will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)	
Religion	6
A six-hour introduction to the Old and New Testament *or* A three-hour introduction to Biblical literature and one advanced three-hour course	
Social and behavioral sciences	6
A. History of Western Civilization	3
B. Select a course from the following categories: economics, human geography, political science, psychology, sociology and anthropology	3
Mathematics and natural sciences	3-4
(Select one course from the following categories: biology, chemistry, mathematics, physical geography, physics)	
Health and physical education	4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)	
Electives in liberal arts and sciences	4-11

MUSIC COURSES	82
Theory 100, 101, 202, 203	12
Solfege 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
History of Musical Styles and Structures 315, 316	8
Twentieth Century Techniques 303	2
Teaching Applied Music 320, 321	4
Seminar in Music Literature 494	2
Seminar in Theory 394	2
Literature of Applied Music 314	2
Principal applied study	24
Secondary applied stud(y)(ies)	4
Junior Recital 390	1
Graduation Recital 490	1
Keyboard proficiency	
Music electives	10

Organ Majors must take Advanced Keyboard 340.

Major in Music Education

LIBERAL ARTS AND SCIENCES	42
English composition	3
Major British writers	3
Foreign language (Students will be placed at the appropriate level by the Department of Foreign Language.)	6
Religion (A six-hour introduction of the Old and New Testaments *or* A three-hour introduction to Biblical literature and one advanced three-hour course)	6
Social and behavioral sciences	6
A. History of Western Civilizations	3
B. Select a course from the following categories: economics, human geography, political science, psychology, sociology and anthropology	3
Mathematics and natural sciences	6-7
Mathematics	3
Natural science (Select from one of the following categories: biology, chemistry, physical geography, physics)	3-4
Health and physical education (Choose four activity courses, or two activity courses and a two-hour course in health or first aid)	4
Electives in liberal arts and sciences	7-8

MUSIC AND PROFESSIONAL EDUCATION	82
MUSIC COURSES	
Theory 100, 101, 202, 203	12
Solfege 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
History of Musical Styles and Structures 315, 316	8
Winds and Percussions 070	2-4
String Instruments 060	2-4
Instrumentation 305	1
Vocal Arranging 308	2
Conducting 300, 301	4
Principal applied study	14
Secondary applied stud(y)(ies)	3
Graduation Recital 490	1
Keyboard proficiency	
EDUCATION, METHODS, AND ELECTIVE COURSES	
Materials and Methods K-3 720	2
Materials and Methods 4-6 721	2
Materials and Methods 7-12 722	2
Educational Psychology 234	3
Education course according to needs of the student	3
Student Teaching 439 (Block)	6
Electives in music, professional education, or psychology	0-2
Reading (Education 344 or 468)	1-3

Church Music

Students interested in careers in church music are encouraged to earn the Certificate in Church Music, which was added at the end of the 1980-1981 academic year. The candidate for this certificate must complete one of the three major degree programs in music, and take additional work in the following areas: conducting (4 hours), church music courses (6 hours), field work (4 hours), and religion (6 hours). She must also complete at least two semesters at 100 level in piano, organ, and voice, and complete 300 level, culminating in a graduation recital, in one of these applied studies.

Complete details of requirements for the Certificate in Church Music, as well as course descriptions for the new courses in this area, are available from the chairman of the department.

Preparatory Division

Through a large preparatory division, the Department of Music and the Performing Arts provides instruction in applied music and theory to non-college students of all ages within the Raleigh area. Registration in the preparatory division is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Equipment and Facilities

The Department of Music and the Performing Arts is housed in the Harriet Mardre Wainwright Music Building, completed in 1977, and in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978. Both theater and concert performances are held in Jones Auditorium, while most recitals and concerts are given in the Clara Carswell Concert Hall, and some theatrical presentations take place in the rehearsal hall-drama workshop. Teaching and practice space includes three large classrooms, two seminar rooms, a rehearsal hall, a scene shop, 24 faculty offices and studios, and 30 practice rooms. Seventeen grand pianos (Steinways, Baldwins, Yamahas), 44 upright pianos (Baldwins and Yamahas), a three-manual Austin concert organ, two studio organs (Holtkamp), three practice organs (Ryan, Wicks, Hammond), an electronic piano laboratory, and numerous orchestral instruments furnish ample equipment for effective teaching and practice. The Music Library contains over 3,200 recordings; many scores, including a number of complete editions; and ample study and listening facilities. A fine collection of books and reference works on music is available in the Carlyle Campbell Library.

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital and a full graduation recital.

Performances in recitals and in jury examinations given each semester in all applied music courses are normally given from memory.

Students taking part in any public performances other than those sponsored by the department must consult with their respective teachers in advance.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

All students in the Bachelor of Music degree program must complete at least one semester of Piano 144.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Concerts

Each year Meredith brings to the campus distinguished performers and lecturers. A number of artists, ensembles, and orchestras perform in Raleigh under sponsorship of the Friends of the College and the Chamber Music Guild. Concerts provided by organizations such as the North Carolina Symphony, the National Opera Company, the Raleigh Oratorio Society, the American Guild of Organists, and the Raleigh Music Club are also open to students. Members of the Meredith faculty are active as recitalists and students themselves provide a large number of musical programs.

It is absolutely essential that music students expose themselves to as large and varied a selection of these performances as possible. All music majors are expected to attend at least 15 recitals per semester, selected in consultation with their principal applied instructors, from the many musical programs available on the Meredith campus, in addition to all Thursday student recitals. This experience is an integral part of music studies, directly related to performance, literature, history, theory and education

Theory

100, 101 ELEMENTARY THEORY

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three- and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: Theory 100 before 101. Corequisite: Solfege 150, 151. Three class hours weekly. *Credit, three hours each semester.*

140, 141 ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodic stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: 140 before 141. *Credit, one hour each semester.*

150, 151 ELEMENTARY SOLFEGE

Introduction to sight-singing, ear-training, and music transcription using a vocal approach. Prerequisite: 150 before 151. Corequisite: Theory 100, 101. Two class hours weekly. *Credit, one hour each semester.*

202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, 11 chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: Theory 101 before 202, 202 before 203. Corequisites: Solfege 252, 253. Three class hours weekly. *Credit, three hours each semester.*

242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with Theory 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: Keyboard 141 before 242, 242 before 243. *Credit, one hour each semester.*

252, 253 INTERMEDIATE SOLFEGE

Continued development of sight-singing, ear-training, and transcription skills begun in Solfege 150, 151. Prerequisites: Solfege 151 before 252, 252 before 253. Corequisites: Theory 202, 203. Two class hours weekly. *Credit, one hour each semester.*

204 RUDIMENTS OF MUSIC

A study of pitch, rhythm, scales, harmony, form, elementary chords and their functions. No previous knowledge of music required. *Credit, one hour.*

303 TWENTIETH CENTURY TECHNIQUES

An examination of important compositional styles of 20th century composers. An emphasis is placed on analysis, correlated with historical development of contemporary musical styles. Students will also compose short examples in selected styles. Prerequisite: Theory 202. *Credit, two hours.*

305 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: Theory 202. *Credit, one hour.*

308 VOCAL ARRANGING

Sung melody and the manner in which it may be arranged, beginning with plainsong and progressing through the 20th century. Emphasis upon counterpoint, voicings, form, function, and accompanying instruments in arranging music for two, three, and four or more voice parts. Assignments are selected by the student in consultation with the instructor to meet her individual needs. Prerequisite: Theory 202. *Credit, two hours.*

340 ADVANCED KEYBOARD TECHNIQUES

Intense development, in the piano laboratory, of reading and accompanying skills. Sight-reading literature suitable for use in classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: Piano 144, Keyboard 243. *Credit, one hour.*

394 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, and period styles of important composers. May be repeated for credit. Prerequisite: Theory 203. *Credit, two hours.*

105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. *Credit, one to four hours each semester.*

History And Literature

214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. *Credit, three hours.*

215 MUSIC LITERATURE

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors. *Credit, two hours.*

314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. Faculty and student performances of representative compositions will be incorporated. *Credit, two hours.*

315, 316 HISTORY OF MUSICAL STYLES AND STRUCTURES

A study of the development of music in Western civilization, relating music to a historical context. Analysis of music in various period styles as well as student compositions in those styles. Five class hours weekly. *Credit, four hours each semester.*

494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit. *Credit, two hours.*

Music Education

060 STRING INSTRUMENTS

A practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit. *Credit, one to three hours each semester.*

070 WIND AND PERCUSSION INSTRUMENTS

A study of methods for organizing, scheduling, and teaching instrumental classes, and acoustics of music as they pertain to band and orchestral instruments. Classroom experiences include gaining competencies necessary to play and demonstrate correct embouchure, fingerings, breathing, and tonguing for at least two brass and two woodwind instruments, and basic snare drum techniques. May be repeated for credit. *Credit, one to three hours each semester.*

320, 321 TEACHING OF APPLIED MUSIC

Methods of teaching beginning and moderately advanced students in applied music. Laboratory work involves teaching some beginning and intermediate students each semester. *Credit, two hours each semester.*

300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: Theory 101; 300 before 301. *Credit, two hours each semester.*

402 ADVANCED CONDUCTING

An in-depth study of two major works scored for chorus and instruments. Attention to problems of balance, blend, conducting techniques for two or more groups, and special performance techniques. One work will be selected from classical literature and the second from contemporary literature; works will vary each semester. Prerequisite: Conducting 301. May be repeated for credit. *Credit, two hours each semester.*

422 ADVANCED TEACHING METHODS

Additional experience in the teaching of applied music, based on work begun in Teaching of Applied Music 320, 321, with an emphasis upon actual teaching. The work is offered and coordinated within the preparatory division. Prerequisite: Music 321. May be repeated for credit. *Credit, one hour each semester.*

720 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES K-3

Designed for music education majors, this course is based on the development of concepts through a series of sequenced musical activities. Attention is given to formulating a philosophy of music education, Orff and Kodaly approaches to teaching music, teaching techniques, and lesson planning. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

721 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 4-6

An extension of Materials and Methods 720 with sequential activities related to children of this age group. Attention is given to developing learning contracts, learning activity packets, learning centers, and to teaching the recorder. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

722 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 7-12

A study of the scope and sequence of the music program in the secondary school. Special attention is given to the psychology of adolescence, including developmental characteristics, personality, the changing voice, and classroom management. Emphasis is placed upon learning theories, the general music class, the modular approach, state adopted texts, rehearsal techniques, and electronically modified and synthesized sounds. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state adopted music texts; learning contracts and centers, European influences of

Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Students lacking in musical background will be required to take Music 204 as a corequisite. *Credit, four hours.*

Ensembles

All music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. (Note restriction on ensemble credits, page 70).

234 CHORUS

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. *Credit, one hour each semester.*

235 RENAISSANCE SINGERS

A select group of about 25 students devoted to the *a cappella* performance of Renaissance and early Baroque choral music, both sacred and secular. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirements in accompanying. Work in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. *Credit, one hour each semester.*

237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. *Credit, one hour each semester.*

238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. *Credit, one hour each semester.*

239 HANDBELL CHOIR

Credit, one hour each semester.

334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos. *Credit, one hour each semester.*

434 VOCAL ENSEMBLE

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. *Credit, one hour each semester.*

Applied Music

Teacher assignments in applied music are made by the chairman of the department, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. Except for beginning students in class lessons, most students receive the benefit of both group and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours Credit	Weekly Half-Hour Lessons	Weekly Practice Hours
1	1	5
2	2	10
3	2	15
4	2-3	20

Recital

Each student giving a recital (sophomore, junior, or graduation) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. Pass-fail grading. *Credit, one hour each semester.*

290 SOPHOMORE RECITAL
390 JUNIOR RECITAL
490 GRADUATION RECITAL

Piano

Associate Professor Clyburn, coordinator; Assistant Professor Fogle; Special Instructors Abernethy, Daugherty, Lohr, Lorek, Peery, Phillips, and Windham.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. Pass/Fail grading only. *Credit, one hour.*

041 INTERMEDIATE CLASS PIANO

A continuation of Piano 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: Piano 040 or permission of the instructor. Pass/Fail grading only. *Credit, one hour.*

044 PREPARATORY PIANO

A maximum of six semester hours of this work for credit permitted.

144 PIANO I

Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

244 PIANO II

Bach sinfonias, *Well-Tempered Clavier*, suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

344 PIANO III

Bach *Well-Tempered Clavier*, toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

444 PIANO IV

Bach *Well-Tempered Clavier*, chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical, romantic, impressionistic, and contemporary works suitable for senior recitals.

Organ

Professor D. Lynch, Coordinator; Special Instructors M. Lynch and Downward.

145 ORGAN I

Manual and pedal technique. Bach *Eight Little Preludes and Fugues*, *Orgelbuechelein*, Dupre *Seventy-Nine Chorales*, works of comparable difficulty from all periods; hymn playing.

245 ORGAN II

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

345 ORGAN III

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

445 ORGAN IV

Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

HARPISCHORD 146, 246, 346, 446

Special Instructor Windham

Violin

Assistant Professor Garriss, Coordinator of Instrumental Music; Special Instructors Gorski, Mole, Russel, and Southwick.

164 VIOLIN I

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.

264 VIOLIN II

Scales and arpeggios in three octaves; Mazas *Etudes Speciales,* Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

364 VIOLIN III

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

464 VIOLIN IV

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses are also available in the following applied studies:

VIOLA 165, 265, 365, 465

Special Instructor Partridge.

CELLO 166, 266, 366, 466

Special Instructors Mostow and Stoughton.

FLUTE 174, 274, 374, 474

Special Instructor Whitlow.

CLARINET 175, 275, 375, 475

Special Instructor Craver

Guitar

Special Instructor Bogda.

068 GUITAR CLASS

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished. *Credit, one hour each semester.*

A working knowledge of notes and basic chords in the first position should be established before entering Guitar 168.

168 GUITAR I

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giuliani.

268 GUITAR II

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

368 GUITAR III

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

468 GUITAR IV

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Under the interinstitutional cooperation plan, lessons in some orchestral instruments are available at North Carolina State University. Credit and placement are earned on the same basis as other applied music.

Voice

Instructor Burt, Coordinator; Assistant Professor Sullivan; Special Instructors Farrington, Goode.

154 FRESHMAN VOICE

Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises with musical figures for the development of vocal freedom. Simpler songs from classical literature. English and Italian pronunciation.

254 SOPHOMORE VOICE

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

354 JUNIOR VOICE

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

454 SENIOR VOICE

Technical work continued, stressing flexibility. Total repertory to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

Speech and Theater

Courses may fulfill humanities-fine arts area distribution requirements and/or lead to a minor in theatre or musical theatre.

225 FUNDAMENTALS OF SPEECH

This course is designed to familiarize the student with the basic concepts of public speaking and to develop her individual presentation style. Units include voice and body use for speech, non-verbal communication and speech organization, preparation and presentation. Offered both semesters. *Credit, three hours.*

226 ORAL INTERPRETATION

This course aims to familiarize the student with methods for selecting, analyzing, and interpreting written material for presentational readings. Units include poetry, prose, drama, and reader's theatre. Fall semester. *Credit, two hours.*

240 THEATRE PRACTICUM

This course is designed to give the student practical theatre experience through production work in the areas of acting, technical crews and/or direction of a one-act play. All course specifications and assignments must be approved prior to registration by the instructor. May be taken a maximum of six times for credit. Offered both semesters. *Credit, one hour.*

357 INTRODUCTION TO THEATRE

This course is designed to give the student a basic understanding and experience in the art of theatre. A general exploration of the elements that comprise theatre, including such units as play attendance, acting, directing, the critic, the history and literature. Spring semester. *Credit, three hours.*

358 ACTING

A course designed to familiarize the student with basics in dramatic presentation. Units include work in improvisation, stage movement, characterization and scene study. *Credit, two hours.*

Students who wish advanced study in music, speech, and theater should consult with the departmental chairman and arrange for it through the special studies options listed on page 75. Students may elect courses through the Cooperating Raleigh Colleges.

PSYCHOLOGY

Professor Huber, *Chairman;* Associate Professors Aubrecht and Mason; Assistant Professor Hornak.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

Psychology 100 is a prerequisite for all courses with the exception of Psychology 204, Developmental Psychology, where either Psychology 100 or Education 234 can serve as a prerequisite.

Requirements for a Major

A minimum of 31 semester hours in psychology including 100, 200, and 201. Majors are required to distribute their elective psychology courses by choosing at least two courses from each of the following areas:

Social (Psychology 204, 205, 206, 407)
Clinical (Psychology 304, 305, 306, 308)
Experimental (Psychology 307, 404, 405, 406)

100 GENERAL PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as development, motivation, learning, thinking, perception, testing, adjustment, personality, and social factors in behavior. *Credit, three hours.*

200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Credit will not be allowed for both Psychology 200 and Mathematics 245. *Credit, three hours.*

201 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, art, and ethics of general experimental psychology. Two original research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. *Credit, four hours.*

204 DEVELOPMENTAL PSYCHOLOGY

The effects of physical and social factors on human development from conception to death, with major emphasis on childhood and adolescence. Included topics: physical, perceptual, motor, language, cognitive, emotional, moral, and social development. Also listed as Home Economics 204. *Credit, three hours.*

205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities. *Credit, three hours.*

206 PSYCHOLOGY OF SEX ROLES

The understanding of women from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of women, the effects of body states on personality, psychosomatic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles women play during their lifetimes. Offered spring semester only. *Credit, three hours.*

304 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilites, aptitude, achievement, interests, and personality. Offered fall semester only. *Credit, three hours.*

305 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. Offered fall semester only. *Credit, three hours.*

306 ABNORMAL PSYCHOLOGY

A study of major forms of behavior pathology, including neuroses, psychoses, character disorders, and chronic brain syndroms. *Credit, three hours.*

307 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers. Offered spring semester only. *Credit, three hours.*

308 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a client-centered approach; however, the student will be acquainted with other theories. *Credit, three hours.*

404 LEARNING

An introduction to experimental and theoretical issues in learning and to the practical application of learning principles. Information treated includes classical and operant conditioning, human learning, and memory. Offered fall semester only. *Credit, three hours.*

405 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Offered spring semester only. *Credit, three hours.*

406 PHYSIOLOGICAL PSYCHOLOGY

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena. Offered fall semester only. *Credit, three hours.*

407 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, affiliation and emotion, person perception, aggression, and altruism. Offered spring semester only. *Credit, three hours.*

SENIOR THESIS

The interested and qualified student may elect to undertake a senior research project under the special studies option.

Students who wish to pursue individualized advanced study in psychology (e.g. advanced classes, research projects, internship experiences) may do so through the special studies options listed on page 75. Special studies have included classes in animal behavior, behavior modification, computer analysis of data, and industrial psychology; research projects in personality, developmental psychobiology, and social psychology; and internship experiences in clinical psychology and applied behavior therapy.

A student may elect courses through the Cooperating Raleigh Colleges.

RELIGION

Professor Crook, *Chairman;* Professor Cochran; Associate Professor Page; Assistant Professors Starkey and Vance; Instructor Mackie.

The department offers a major in religion.

The introductory courses in religion are designed to acquaint the student with biblical literature and faith as they are related to the contemporary world. The courses beyond the 100-level fall into three categories: biblical studies (courses numbered 262, 265, and 266); religious history and thought (courses numbered 285, 381, 382, 384, 389); and religion and society (courses numbered 244, 247, 248, 341, 342, 346). The requirements for a major are sufficiently flexible to provide for the student's own personal development and for her choice of career preparation. Most students majoring in religion prepare for teaching, for a church-related career, or (in conjunction with other departments) for a career in social work or church music.

Requirements for a Major

Twenty-four hours in religion, including one course from each of the three categories, and including 497. At least one course in philosophy is recommended.

Religion

Prerequisite to all other courses in religion: Religion 100 or Religion 101 and 102.

100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken Religion 101 and/or 102. *Credit, three hours.*

101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A two-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken Religion 100. *Credit, six hours.*

244 CHRISTIAN ETHICS

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. *Credit, three hours.*

247 WORLDWIDE CHRISTIANITY

The world mission of the Christian religion as it confronts the modern scientific age. *Credit, three hours.*

248 WORLD RELIGIONS

A survey and analysis of the great religions of the world in their interrelationships with an effort to understand what would be an adequate religion for modern man. *Credit, three hours.*

262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. *Credit, three hours.*

265 THE PROPHETIC ELEMENT IN RELIGION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. *Credit, three hours.*

266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul. *Credit, three hours.*

285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. *Credit, three hours.*

341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as Sociology 331. *Credit, three hours.*

342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences. *Credit, three hours.*

346 RELIGION IN CONTEMPORARY SOCIETY

A study of the interplay of religion and social, economic, and political changes. *Credit, three hours.*

381 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership. *Credit, three hours.*

382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. *Credit, three hours.*

384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. *Credit, three hours.*

389 FOUNDATIONS OF CHRISTIAN THOUGHT

An introduction to Christian beliefs which explores such issues as the problems of religious knowledge, the existence of God, the problem of evil or suffering, the meaning of Christ, and the nature of faith. Introductory readings by Kierkegaard, Bonhoeffer, Tillich, and other contemporary thinkers. *Credit, three hours.*

497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Required of majors. *Credit, three hours.*

Philosophy

223 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion. *Credit, three hours.*

351 ANCIENT AND MEDIEVAL PHILOSOPHY

A survey of the theoretical foundations of Western civilization, particularly as developed in the cultures of Greece and Rome. *Credit, three hours.*

352 MODERN PHILOSOPHY

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours.*

Students who wish community internships or advanced study or research in religion and philosophy should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

A student may elect courses through the Cooperating Raleigh Colleges.

SOCIOLOGY AND SOCIAL WORK

Assistant Professor Sumner, *Chairman;* Professor Syron; Associate Professor Tucker; Assistant Professors Bishop, Ramsey, and Zingraff.

The department offers a major in sociology and a certificate in social work.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The department offers a certificate in an undergraduate social work program accredited by the Council on Social Work Education. There are concentrations in criminal justice, personnel administration, social research technology, and human relations. Certification for teaching at all levels may be combined with a major in sociology.

The courses and programs prepare students for roles as educators, journalists, personnel administrators, city planners; for careers in government; and as leaders of opinion and of action in the community.

Field projects, community internships, volunteer experiences, and cooperative education placements are experiential learning opportunities available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

Either Sociology 230 or 260 required as a prerequisite for all other courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

Requirements for a Major

Twenty-four hours in sociology, including 230, 374, 375, 489, or their equivalents, and 495 or 496.

Sociology

230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research. Offered both semesters. *Credit, three hours.*

231 SOCIAL PROBLEMS

An analysis of contemporary social problems from the sociological perspective; a critique of existing programs designed to deal with the problems. Students are required to do in-depth study of a selected problem and of proposals for more effective solutions. *Credit, three hours.*

240 SOCIAL WORK AS A PROFESSION

For description, see Social Work 240. *Credit, three hours.*

260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. Offered both semesters. *Credit, three hours.*

301 AMERICAN SOCIAL WELFARE INSTITUTIONS

For description, see Social Work 301. *Credit, three hours.*

331 SOCIOLOGY OF RELIGION

For description, see Religion 341. *Credit, three hours.*

335 AMERICAN ETHNIC RELATIONS

A study of present day racial and cultural minorities with emphasis upon scientific facts and changing attitudes and policies. *Credit, three hours.*

336 CRIMINOLOGY

An analysis of the nature and extent of criminal behavior; current practices in crime control. *Credit, three hours.*

337 THE COMMUNITY

A survey of the institutions and organizations within modern communities and of the problems arising out of them; special emphasis given such areas as parent-school-community relationships, social services, and recent trends in community social action. *Credit, three hours.*

338 THE FAMILY

A study of the structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. *Credit, three hours.*

360 COMPARATIVE CULTURES

An anthropological study of rapid modernization in Africa south of the Sahara or in other selected areas. No prerequisite required. *Credit, three hours.*

374 INTRODUCTION TO RESEARCH

Examination of concepts and procedures pertaining to social scientific inquiry with emphasis upon problem statement, measurement, analysis and interpretation of data. Three class hours a week. Offered both semesters. Corequisite Sociology 375. Also offered as Political Science 374. *Credit, three hours.*

375 INTRODUCTION TO RESEARCH LABORATORY

Application of concepts and techniques presented in Sociology 374. Emphasis upon the practice of social research with special attention given to data processing and analysis and the use of statistics as a tool of research. (Equivalent of three class hours per week.) Offered both semesters. Corequisite Sociology 374. Also offered as Political Science 375. *Credit, one hour.*

374 INTRODUCTION TO RESEARCH

Examination of concepts and procedures pertaining to social scientific inquiry with emphasis upon problem statement, measurement, analysis and interpretation of data. Three class hours a week. Offered both semesters. Corequisite Sociology 375. Also offered as Political Science 374. *Credit, three hours.*

375 INTRODUCTION TO RESEARCH LABORATORY

Application of concepts and techniques presented in Sociology 374. Emphasis upon the practice of social research with special attention given to data processing and analysis and the use of statistics as a tool of research. (Equivalent of three class hours per week.) Offered both semesters. Corequisite Sociology 374. Also offered as Political Science 375. *Credit, one hour.*

489 INTRODUCTION TO SOCIAL THEORY

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Offered both semesters. *Credit, three hours.*

495 SEMINAR IN SOCIAL WORK

For description, see Social Work 495. *Credit, two hours.*

496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of basic sociological principles directed toward the analysis of selected topics and the presentation of projects to seminar members for evaluation and criticism. *Credit, two hours.*

Social Work

Students choosing to work for certification in social work should be guided by the outline of program requirements on page 57. Students in any major of a degree-granting program are eligible. They should consult with the director in the Department of Sociology and Social Work for approval.

240 SOCIAL WORK AS A PROFESSION

An introduction to the development, fields, and values of the social work profession and to the general principles underlying the process of giving and taking help. Offered both semesters. Also available as Sociology 240. *Credit, three hours.*

301 AMERICAN SOCIAL WELFARE INSTITUTIONS

A study of the social welfare institutions and policies of the United States with major emphasis placed upon the present system of social services and programs and current proposals for change. Also available as Sociology 301. *Credit, three hours.*

744 SOCIAL WORK PRACTICE I

An introduction to the basic skills of interpersonal relationships and the helping process. Also includes an introduction to the theories and technology of planned change. May not be credited toward a major in sociology. Offered both semesters. *Credit, three hours.*

745 SOCIAL WORK PRACTICE II

A continuation of Sociology 744. The course functions as a technical laboratory implementing the theory and technology of planned change. Prerequisite: Sociology 744. May not be credited toward a major in sociology. Offered both semesters. *Credit, three hours.*

746 SELECTED FIELDS OF SOCIAL WORK PRACTICE

A series of modules providing an opportunity to give attention to the current situation in the field under consideration and to consider the role of the social worker in the particular setting. Fields of focus are family and children's services, mental health, corrections, medical services, public assistance, and services for the aging and others. May not be credited toward a major in sociology. Offered both semesters. *Credit, one semester hour each module.*

747 SOCIAL POLICY ANALYSIS

A course designed to enable the student to develop skill in the analysis of current social policy by providing a framework for policy analysis. Prerequisite: Sociology 301. May not be credited toward a major in sociology. *Credit, two hours.*

748 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

A course to enable the student to assess human functioning within the social context using systems theory as an organizing framework. May not be credited toward a major in sociology. Prerequisites: Sociology 230, 337; Psychology 100, 204. *Credit, two hours.*

794 SOCIAL WORK FIELD EXPERIENCE

Experience as a social work trainee in a qualified community agency for a minimum of 400 hours. During fall and spring semesters, the student must register concurrently for Social Work 745 and Sociology 495. Offered both semesters. Prerequisities: Sociology 240 and 301, Social Work 744, and 100 hours of pre-professional experience. May not be credited toward a major in sociology. Pass-fail grading only. *Credit nine hours.*

495 SEMINAR IN SOCIAL WORK

An exchange of creative and critical thinking related to the field experience and professional issues in social work. Must be taken concurrently with Social Work 794. Prerequisites: Sociology 240 and 301 and Social Work 744. *Credit, two hours.*

A student may elect courses through the Cooperating Raleigh Colleges.

Students who wish community internships or advanced study or research in sociology or social work should consult with the departmental chairman or an appropriate faculty member to arrange for the special studies options listed on page 75.

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Director, Charlotte Region
Gastonia

SARAH SMITH WATSON, 1953
Director, Elizabeth City Region
Whitakers

DORCAS STANLEY TAYLOR, 1944
Director, Fayetteville Region
Smithfield

KATE HUGGINS MORROW, 1969
Director, Greensboro Region
Greensboro

BETTY LESTER SMITH, 1966
Director, New Bern Region
Ayden

NANCY YATES DOVE, 1970
Director, Wilmington Region
Wilmington

KAY KENNEMUR SAINTSING, 1970
Director, Winston-Salem Region
Lexington

Committee Chairmen

SARAH MANGUM DANIEL, 1955
Public Information
Raleigh

BETH WOODY CARROLL, 1961
Awards and Recognition
Apex

JEAN GRIFFITH WALL, 1947
Education
Greensboro

DOROTHY LOFTIN GOODWIN, 1947
Placement
Apex

PAM FAISON BREWER, 1974
Recruitment
Roxboro

JOYCE McINTYRE RUDISILL, 1942
Institutional Development and Scholarships
Charlotte

FACULTY
(1980-81)

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HELENA W. ALLEN, M.Ed. (1952)
Assistant Professor of Health and Physical Education
B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)
Assistant Professor of Education
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LYN G. AUBRECHT, Ph.D. (1974)
(Leave of absence, 1981-82)
Assistant Professor of Psychology
A.A., Thornton Jr. College; B.S., M.S., Illinois State University; Ph.D., Ohio State University.

JOE BAKER, A.B. (1966)
Vice President for Business and Finance
A.B., Mississippi College.

VERGEAN R. BIRKIN, A.M. (1963)
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A.B., A.M., University of Colorado; graduate study, University of North Carolina at Chapel Hill.

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Assistant Professor of Social Work
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MARTHA L. BOUKNIGHT, M.Ed. (1966)
Instructor of Mathematics
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BETTY WEBB BREWER, A.M. (1971) (1974)
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JOSEPH A. BROWDE, Ed.D. (1974)
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CLARA R. BUNN, Ph.D. (1969)
Professor of Biology
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CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College
Professor of History and Political Science
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PHYLLIS T. BUSBY, M.F.A. (1978)
Instructor of Speech and Theater
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Instructor of Health and Physical Education
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JAMES L. CLYBURN, M.S. (1958)
Assistant Professor of Music
A.B., Elon College; M.S., Julliard School of Music.

BERNARD H. COCHRAN, Ph.D. (1960)
Professor of Religion
A.B., Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University; post-doctoral research, Yale University.

BETTY H. COOK, M.H.E. (1976)
Instructor of Home Economics
B.S., West Virginia University; M.H.E., University of Georgia.

ROGER H. CROOK, Ph.D. (1949)
Professor of Religion
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CHARLES A. DAVIS, Ph.D. (1967)
Assistant Dean of the College and Registrar
Professor of Mathematics
B.S., M.A.M., Ph.D., North Carolina State University.

JAMES H. EADS, JR., M.S. (1958)
Assistant Professor of Biology
A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

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Assistant Professor of Music
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B.S., East Tennessee State College; A.M., Appalachian State University; graduate study, Duke University.

LOIS FRAZIER, Ed.D. (1954)
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PHYLLIS W. GARRISS, Mus.M. (1951)
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Assistant Professor of English
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Assistant Professor of Home Economics
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CAROLYN B. GRUBBS, M.A.T. (1963)
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ISABELLE HAESELER, M.S.M. (1956)
Assistant Professor of Music
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KAREN HAGERMAN, Mus.M. (1980-81 only)
Instructor of Music
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LYNNE HENDERSON, M.L.S. (1976)
Reference Librarian
A.B., Mount Holyoke College; M.R.E., Drew University; M.L.S., Rutgers University.

JOHN B. HOLT, Ph.D. (1972)
Assistant Professor of Foreign Languages
A.B., University of Virginia; A.M., Ph.D., Harvard University.

ROSEMARY T. HORNAK, Ph.D. (1977)
Assistant Professor of Psychology
A.B., Wheeling College; A.M., Ph.D., Ohio State University.

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A.B., Kent State University; A.M., University of Vermont; Ph.D., University of New Hampshire.

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Director of Equitation
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Assistant Professor of Business
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MARY S. JOHNSON, Ed.D. (1980)
Assistant Professor of Education
A.B., A.M., Western Carolina University; Ed.D., Duke University.

MARY BLAND JOSEY, M.Ed. (1953)
Director of Admissions
A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

IONE KEMP KNIGHT, Ph.D. (1956)
Professor of English
A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

VIVIAN KRAINES, Ph.D. (Spring 1979)
Assistant Professor of Mathematics
A.B., Ph.D., University of California.

ANN W. KURTZ, Ph.D. (1979)
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A.B., Wellesley College; A.M., Ph.D., University of Maryland.

WILLIAM R. LEDFORD, Ph.D. (1957)
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A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)
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CHARLES P. LEWIS, III, Ph.D. (1980)
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JONATHAN A. LINDSEY, Ph.D. (1977)
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W. DAVID LYNCH, D.M.A. (1969)
Professor of Music
Mus. B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

FRANCES L. McCACHERN, Ed.D. (1980)
Assistant Professor of Music
A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

JERRY E. McGEE, Ed.D. (January, 1980)
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B.S., East Carolina University; A.M., Appalachian State University; Ed.D., Nova University.

JOE MARON, M.F.A. (1972)
Assistant Professor of Art
A.B., M.F.A., Brooklyn College.

MARIE MASON, Ph.D. (1969)
Associate Professor of Psychology
Director of Health Services
A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)
(On Sabbatical leave, Fall 1981)
Associate Professor of Health and Physical Education
B.S., University of North Carolina at Greensboro; A.M., New York University.

SYBIL B. MILLER, Ph.D. (1979-Fall 1980)
Assistant Professor of Biology
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REBECCA J. MURRAY, Ed.D. (1974)
Associate Professor of Education
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University; post-doctoral study, North Carolina State University.

MELVIN J. OLIVER, JR., M.B.A. (1978)
Instructor of Business
B.B.A., Wake Forest University; M.B.A., University of Pennsylvania.

ALLEN F. PAGE, Ph.D. (1973)
(On Sabbatical leave, Spring 1982)
Associate Professor of Religion
A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

THOMAS C. PARRAMORE, Ph.D. (1962)
Associate Professor of History
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

CLEO PERRY, A.B. (1975)
Director of Alumnae Affairs
A.B., Meredith College.

DOROTHY K. PRESTON, Ph.D. (1961)
Associate Professor of Mathematics
A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D., North Carolina State University.

ROBERT K. REID, Ph.D. (1979)
Assistant Professor of Biology
B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

MARGARET GOLDSMITH RICE, Mus.M. (1979)
Artist-in-Residence, Voice
Mus.B., Mus.M., University of Illinois.

NORMA ROSE, Ph.D. (1937)
Professor of English
A.B., Meredith College; A.M., University of North Carolina; Ph.D., Yale University.

DONALD C. SAMSON, JR., Ph.D. (1976)
Assistant Professor of English
A.B., Cornell University; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, North Carolina State University, Princeton University.

ROBERTA SEABROOK, Ph.D. (1978)
Assistant Professor of Foreign Languages
A.B., Adelphi University; Ph.D., City University of New York.

REGINALD B. SHIFLETT, Ph.D. (1978)
Associate Professor of Chemistry
B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)
Instructor of Photography and Foreign Languages
A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

EVELYN P. SIMMONS, M.S. (1962)
Assistant Professor of Economics
B.S., Georgia State College for Women; M.S., University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

DOROTHY J. SIZEMORE, A.M. (1980)
Dean of Students
A.B., William Jewell College; A.M., Georgetown College.

JUDY JO SMALL, A.M. (1979)
Instructor of English
A.B., Duke University; A.M., University of Pennsylvania; graduate study, University of North Carolina at Greensboro and North Carolina State University.

LAROSE F. SPOONER, M.A.T. (1967)
Assistant to the President
A.B., Tift College; M.A.T., Duke University; graduate study, North Carolina State University.

PEGGY STARKEY, Ph.D. (1980)
Assistant Professor of Religion
A.B., Southern Methodist University; M.Div., S.T.M., M.Phil., Ph.D., Union Theological Seminary.

CHARLES V. STEWART, Ph.D. (1976)
Assistant Professor of Political Science
A.B., Haverford College; M.A., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill.

MARILYN M. STUBER, Ed.D (1965)
Associate Professor of Home Economics
B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

EUGENE M. SUMNER, D.S.W., (1973)
Assistant Professor of Social Work
A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

LESLIE W. SYRON, Ph.D. (1945)
Professor of Sociology
A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

LOUISE TAYLOR, Ph.D. (1978)
Assistant Professor of English
A.B., Swarthmore College; A.M., Florida State University; M.A., Duke University; Ph.D., Florida State University.

OLIVE D. TAYLOR, M.Ed. (1970)
Instructor of Mathematics
B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University, Appalachian State University.

SANDRA CAROL THOMAS, Ph.D. (1974)
Vice President for Student Development
A.B., University of Texas; M.S., Indiana University; Ph.D., Saint Louis University.

CHARLES R. TUCKER, Ph.D. (1966)
Associate Professor of Sociology
A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)
Assistant Professor of Music
A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music.

JOHN EDGAR WEEMS, Ed.D. (1972)
President
B.S., A.M., Ed.D., George Peabody College.

SUSAN B. WESSELS, M.B.A. (1978)
Instructor of Business and Economics
A.B., Grove City College; M.B.A., DePaul University.

GARY L. WHALEY, M.B.A. (1979)
Instructor of Business
B.S., M.B.A., Miami University.

ED R. WHEELER, Ph.D. (1980)
Associate Professor of Mathematics
A.B., Samford University; Ph.D., University of Virginia.

DEBORAH B. WHELAN, A.M. (1978)
Instructor of Health and Physical Education
B.S., East Stroudsburg State College; A.M., American University.

LEONARD WHITE, A.M. (1964)
Associate Professor of Art
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HERBERT H. WILLIAMS, Ph.D. (1977)
Technical Services Librarian
A.B., Duke University; A.M., Ph.D., Princeton University; M.S.L.S., University of North Carolina at Chapel Hill.

LARRY C. WILLIAMS, Th.M. (1973)
College Minister
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ELIZABETH WILSON, M.Ed. (1973)
Counselor
A.B., M.Ed., University of North Carolina at Chapel Hill.

BURGUNDE WINZ, A.M. (1978)
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RHONDA M. ZINGRAFF, Ph.D. (1979)
Assistant Professor of Sociology
B.S., Virginia Commonwealth University; A.M., Ph.D., Bowling Green State University.

NEW FACULTY APPOINTMENTS — 1981-82

(As of May, 1981)

BURT, ANITA, A.M. (1981)
Instructor of Voice
A.B., Meredith College; A.M., Ohio State University.

GRIMES, LARRY R., M.S. (1981)
Instructor of Biology
B.S., M.S., North Carolina State University

KEPLER, CAROL R., Ph.D. (1981)
Assistant Professor of Biology
A.B., Oberlin College; Ph.D., University of North Carolina at Chapel Hill.

PITTS, BRENT A., Ph.D. (1981)
Assistant Professor of Foreign Languages
A.B., A.M., Ph.D., Indiana University

VANCE, ROBERT L., Ph.D. (1981)
Assistant Professor of Religion and Philosophy
A.B., Davidson College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University.

PART-TIME FACULTY (1980-81)

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ROGER A. BOGDA, Mus.M. (Spring 1981)
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RACHEL M. BROWN, B.S. (1978)
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B.S., University of Bridgeport.

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CURTIS CRAVER, JR. (1979)
Instructor of Music

ALICE W. DAUGHERTY, Mus.B. (1971)
Instructor of Music
Mus.B., Lawrence College; additional study, Julliard School of Music.

BEATRICE DONLEY, Mus.B. (1942)
Professor of Music
Mus.B. (Voice), Mus.B. (Public School Music), West Virginia University; voice with Horatio Connell, Julliard School of Music; voice with Adelaide Gescheidt, New York.

BROCK W. DOWNWARD, D.M.A. (1976)
Instructor of Music
Mus.B., Oberlin College; Mus.M., D.M.A., Eastman School of Music of the University of Rochester.

RACHEL EAGLES, B.S. (1979)
Instructor of Mathematics
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SARAH ENGLISH, Ph.D. (1979)
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MARILYN S. LYNCH, A.M. (1971)
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BETH MACKIE, A.M. (1979)
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A.B., Agnes Scott College; A.M., Duke University.

JAMES W. MARCO, M.B.A. (1980)
Instructor of Business
A.B., Belmont Abbey; M.B.A., University of Dayton.

PAMELA P. MOLE, Mus.B. (1980)
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RIVKA MOSTOW (1977)
Instructor of Music
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HUGH PARTRIDGE, Mus.M. (1980)
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JANICE PEERY, Mus.M. (1979)
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VINCENT C. PHILLIPS, Mus.M. (1980)
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CHRISTINA A. PRITCHARD, A.B. (1976)
Instructor in Equitation
A.B., Meredith College.

NANCY RADFORD, Mus.B. (1979)
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PATRICIA C. RAMSEY, M.S.W. (1977)
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THEODORE C. RUSSELL, Ph.D. (1977)
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BRENDA WINDHAM, Mus.M. (1979)
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INGE WITT, A.B. (1976)
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FACULTY EMERITI

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ERNEST F. CANADAY, Ph.D. (1920)
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HARRY E. COOPER, Mus.D. (1937)
Professor of Music
A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory, Fellow, American Guild of Organists; Guy Weitz, London.

JANE G. DEESE, A.M. (1945)
Technical Services Librarian
A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

BEATRICE DONLEY, Mus.B. (1942)
Professor of Music
Mus.B. (Voice), Mus.B. (Public School Music), West Virginia University; voice with Horatio Connell, Julliard School of Music; voice with Adelaide Gescheidt, New York.

JAMES H. EADS, JR., M.S. (1958)
Assistant Professor of Biology
A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

HARRY K. DORSETT, A.M. (1941)
Associate Professor of Education
A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

LOUISE E. FLEMING, A.M. (1950)
Dean of Students
A.B., Meredith College; A.M., Columbia University; graduate study, Union Theological Seminary, University of Chicago Divinity School.

SUSAN FREUND, Ph.D. (1947)
Associate Professor of Foreign Languages
Ph.D., University of Heidelberg.

MAE F. GRIMMER, A.B. (1916)
Director of Alumnae Affairs
A.B., Meredith College.

MARY LYNCH JOHNSON, Ph.D. (1918)
Professor of English
A.B., Meredith College; A.M., Columbia University; Ph.D., Cornell University; L.H.D., Wake Forest University; post-doctoral research, British Museum, Cambridge University, Oxford University, University of London.

MARGARET C. MARTIN, A.M. (1953, 1964)
Director of Alumnae Affairs
A.B., Meredith College; A.M., Columbia University.

STEWART A. NEWMAN, Th.D. (1973)
Professor of Philosophy
A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Semianry; Post-doctoral study, Duke University, Northwestern-Barrett, University of Rochester.

LEISHMAN A. PEACOCK, Ph.D. (1948)
Professor of English
A.B., A.M., Wake Forest University; Ph.D., Pennsylvania State University; graduate study, Columbia University.

STUART PRATT, Mus.M. (1942)
Professor of Music
A.B., Hartwick College; Mus.B., Philadelphia Musical Academy; Mus.M., Syracuse University; two years in Berlin, Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri.

DAVID R. REVELEY, Ph.D. (1955)
Professor of Education
A.B., Hampden-Sydney College; A.M., Ph.D., University of Virginia.

JOHN A. YARBROUGH, Ph.D. (1943)
Professor of Biology
A.B., Oklahoma Baptist University; M.S., University of Okalahoma; Ph.D., State University of Iowa; graduate study, Northwestern University.

MARY YARBROUGH, Ph.D. (1928)
Professor of Chemistry and Physics
A.B., Meredith College; M.S., North Carolina State University; Ph.D., Duke University.

ADMINISTRATION (1981-82)

The date in parentheses indicates the year in which the individual joined the Meredith administration.

Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)
President

LaROSE F. SPOONER, M.A.T. (1967)
Assistant to the President

MADGE D. DILLARD (1973)
Administrative Secretary

EVE P. DULANEY (1979)
Administrative Secretary

MARY LYNCH JOHNSON, Ph.D. (1918)
Professor Emeritus and College Historian

Academics

Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean

ANNE E. PICKARD, A.A. (1974)
Administrative Secretary

DOTTY LOU GANDY (1979)
Secretary to the Faculty

LINDA HAYES (1979)
Secretary to the Faculty

PENNY SMITH (1979)
Secretary to the Faculty

DORIS WALL (1971)
Secretary to the Faculty

BETTY JEAN YEAGER, A.B. (1948)
Secretary to the Faculty

Office of the Registrar

CHARLES A. DAVIS, Ph.D. (1967)
Assistant Dean of the College and Registrar

SUE TODD, A.B. (1968)
Assistant Registrar

LAURA BURAKOWSKI (1978)
Records Secretary

CATHY SISK, A.B. (1980)
Secretary

Library

JONATHAN A. LINDSEY, Ph.D. (1977)
College Librarian

LYNNE HENDERSON, M.L.S. (1976)
Reference Librarian

ROBERT G. FRACKER, A.M. (1962)
Library Assistant, Reference

HERBERT H. WILLIAMS, Ph.D. (1977)
Technical Services Librarian

DOROTHY QUICK, B.S. (1970)
Circulation Librarian

ALICE McNEIL (1976)
Library Technical Aide

GERALDINE SARGENT (1978)
Secretary

JUDITH SCHUSTER, B.S. (1981)
Library-Intern Reference

MARGARET SEXTON (1975)
Library Assistant

Office of Continuing Education

SARAH McCULLOH LEMMON, Ph.D. (1947)
Acting Dean

ANNE C. DAHLE, M.Ed. (1972)
Director of Credit Programs and Counseling

EMILY P. JOHNSON, J.D. (1979)
Director of Legal Assistants Program

BARBARA H. WILLIS, A.B. (1978)
Program Coordinator

GAYLE PEACOCK, A.B. (1979)
Secretary

International Studies

ROGER CROOK, Ph.D. (1949)
Coordinator

Business and Finance

Office of the Vice President for Business and Finance

JOE BAKER, A.B. (1966)
Vice President

EUNICE WILLIAMS (1975)
Controller

JANET HAITHCOCK (1979)
Accountant in Personnel Services

VIRGINIA SCARBORO, A.A. (1961)
Administrative Secretary

SUSAN CAMPBELL (1980)
Accounting Assistant

FRANCES HANNAH (1977)
Accounts Payable Clerk

JILL JENKINS (1980)
Accounts Receivable Clerk

Computer Services

STEPHEN V. NOE, B.S., (1981)
Director of Computer Services

SAMUEL COLLINS (1973)
Director of Operations

GLORIA CHILCOAT (1972)
Assistant Director of Operations

COLLEGE CALENDAR AND SUMMER PROGRAMS

MARIE MASON, Ph.D. (1969)
Coordinator

College Store and Post Office

DRU M. HINSLEY, A.B. (1953)
Manager

RUTH L. GOWER (1959)
Assistant Manager

SHEILA TROXLER (1974)
Post Office Clerk

FRANCES GILLIS (1973)
Store Clerk

KATHRYN REED, A.B. (1979)
Store Clerk

Central Services

FRED THOMPSON, A.B., (1976)
Director

SHERRY BONURA (1981)
Press Operator

Food Services (ARA Slater)

JAMES L. FITZPATRICK (1980)
Manager

ALICE F. RENEGAR (1971)
Banquet Manager

Building and Grounds

HARRY SIMMONS (1949)
Superintendent

LESIA GOODWIN (1979)
Secretary

LON AVENT (1972)
Electrician

SAMUEL WILDER (1979)
Carpenter

DORSEY ADAMS (1978)
Horticulturist

THOMAS EDMONSON (1977)
Carpenter

Maintenance

CONAN ALLEN
WILLIAM CRUMEL
WILLIAM FINCH
ARTHUR JONES
WILLIE KING
JAMES McDONALD
JOHNNY PATTERSON
MARVIN SANDERS
EDDIE TURNER
ROBERT WILLIAMS

Security

DANIEL G. SHATTUCK
Chief Security Officer

W. W. ADAMS
WORTH BAILEY
WILLIAM GRINER
CHARLES JACKSON
SHERWOOD JONES
L. B. LAWRENCE
DAVID McGHEE
AUBREY UNDERWOOD
LEROY POLLARD
WALLACE VAN DENSEN

Stables

LUTHER M. HUGGINS, A.A. (1969)
Manager

Switchboard

BONNIE SHATTUCK (1979)

JANICE SHATTUCK (1974)
Operators

Residence Halls Maintenance

MARY W. LILES (1960)
Director of Housekeeping Services

NELLIE PENNINGTON (1966)
Assistant Director of Housekeeping Services and Laundry Supervisor

Housekeepers

LILLIE BADGETT
MARY ELIZABETH BELL
DOROTHY LEE BOYKIN
DORIS CLINTON
MARJORIE COLLINS
HAZEL FAISON
CURLIE FULLER
CHRISTENA HILL
CORA LASSITER
ESSIE LEACH
PAULINE McCULLERS
MADIE LITTLE
MABLE ROBINSON
LOIS ROWLAND
MAMIE SANDERS
ANNIE RUTH SMITH
BEATRICE STRICKLAND
MARTHA WARREN

Student Development

Office of the Vice President for Student Development

SANDRA C. THOMAS, Ph.D. (1974)
Vice President

JEANNE POSEY (1981)
Administrative Secretary

Office of the Dean of Students

DOROTHY J. SIZEMORE, A.M. (1980)
Dean

CINDY MAYS, B.Mus. (1979)
Administrative Assistant/ Coordinator of Housing

TERESA PARKER, A.B. (1980)
Resident Adviser

ANNE HUFFMAN, B.Mus. (1981)
Resident Adviser

LYNN MOSS, M.Ed. (1979)
Resident Adviser

MADELINE TEETSELL (1976)
Resident Adviser

FRANCES THORNE (1961)
Resident Adviser

Office of Admissions

MARY BLAND JOSEY, M.Ed. (1953)
Director

SUE E. KEARNEY, A.M. (1966)
Associate Director

SHERA J. HUBE, A.B. (1969)
Assistant Director

NANCY B. STANTON, B.S. (1980)
Counselor

ANNE C. PUGH (1977)
Secretary

MARCIA H. WILLIAMS (1979)
Secretary

CAROLYN STONE (1980)
Secretary

Office of the Campus Minister

LARRY C. WILLIAMS, Th.M. (1973)
Campus Minister

MARTHA ANDERSON (1981)
Secretary

Career Services and Cooperative Education

MARIE W. CAPEL, M.Ed. (1971)
Director

BARBARA MUTSCHLER, M.S. (1979)
Assistant Director

SHIRLEY IHNEN, B.S. (1974)
Coordinator of Cooperative Education

CLETA JOHNSON (1979)
Secretary

Office of Financial Aid

AUDREY GARDNER, A.A. (1969)
Director

ALBERTA HAWES (1976)
Secretary

Guidance and Counseling

ELIZABETH WILSON, A.M. (1973)
Counselor

Health Services

MARIE MASON, Ph.D., R.N. (1969)
Director

PATRICIA BROOMHALL, M.D. (1980)
Physician

SIDNEY MARTIN, M.D. (1972)
Physician

RUTH PEARCE, R.N. (1980)
Nurse

GEORGIA STEPHENS, R.N. (1979)
Nurse

FRONIA THACKER, B.S., R.N. (1975)
Nurse

MARIE HAAS, F.N.P. (1979)
Family Nurse Practitioner

Student Activities

PATRICE STRIFERT, A.M. (1979)
Coordinator

MARY LAY (1977)
Secretary

Institutional Advancement

Office of the Vice President for Institutional Advancement

JERRY E. McGEE, Ed.D. (1980)
Vice President

SHARON WOODLIEF (1972)
Administrative Secretary

GERALDINE MYERS (1978)
Secretary/Receptionist

MARTHA HARRELL (1979)
Accounting Clerk

Church Relations

CAROLYN C. ROBINSON, A.B. (1958)
Director
College Editor

Corporate and Parent Relations

JOHN B. LINDERMAN, B.S. (1980)
Director

CINDIE FOUTS, A.B. (1980)
Secretary

Alumnae Affairs

CLEO G. PERRY, A.B. (1975)
Director

CATHERINE DINGMAN (1981)
Secretary

Information Services

WILBURN L. NORTON, JR., A.B. (1970)
Director

PATRICIA O. QUICK (1980)
Secretary

Planned Giving

JOHN B. HIOTT, M.Div. (1968)
Director

ANNE M. PURCELL, A.B. (1974)
Secretary

Cooperating Raleigh Colleges

ROSALIE P. GATES, Ph.D. (1981)
Director

CAROLYN EDWARDS (1980)
Secretary

BUILDINGS AND GROUNDS

JOHNSON HALL, named in memory of Livingston Johnson and located at the front center of the campus, is the administration building which houses reception rooms and most administrative offices.

CARLYLE CAMPBELL LIBRARY is named in honor of Meredith's fourth president, Carlyle Campbell, who served the college from 1939 to 1966. The building is equipped with study tables and carrels, space for the library's book collection (now 95,000 volumes), and facilities that a college such as Meredith needs in educational services.

JOYNER HALL is a classroom building for most courses in education, English, foreign languages, history and political science, mathematics, psychology, religion and philosophy, and sociology and social work. In addition, it contains offices for faculty, a small auditorium equipped with visual aids, a photographic darkroom, seminar rooms, a lounge, and a kitchenette. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

HUNTER HALL, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, business, chemistry, economics, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is available for experimental purposes.

ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. Named for Ellen Dozier Brewer, member of the faculty for 57 years, the Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a students' study, an office for the supervisor, a living room, family room, and kitchen.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses a recently renovated auditorium — a place of many functions for the college community and for off-campus groups as well. The building was renovated in 1978 for the use of speech, drama, and art. A modern photographic laboratory and light studio and an art gallery were included in the renovations. Some music practice rooms, studios and classrooms are located in the building.

COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. The organ is named in honor of Harry E. Cooper, former Department of Music chairman for over 30 years, and was installed in 1970. It is a three-manual, 35-rank concert instrument with classic voicing, built by the Austin Organ Company. The organ is used for recitals, chapel services, teaching, and practice.

WEATHERSPOON PHYSICAL EDUCATION-RECREATION BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, an indoor swimming pool, and offices for the Department of Health, Physical Education, and Recreation. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS house 140-170 students each. The majority of the housing accommodations in these multiple-story residence halls follow the suite arrangment of two rooms and a bath for four students; two students occupying a room. The exceptions to this arrangment include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer and Faircloth do not always follow the exact suite arrangement but do offer comparable bath facilities. Some rooms on these floors house three students and some house one student.

Telephones are available on each floor, and students may have them installed in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls. The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield; Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family respectively.

BELK DINING HALL, large enough to accommodate the student body; may be reached from most residence halls by covered breezeways. Dedicated in 1970, Belk Dining Hall was named in honor of Carol Grotnes Belk.

DELIA DIXON CARROLL INFIRMARY AND RESIDENCE HALL was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students. There are five rooms with private bath for two students and four rooms for three, two of which have a private bath and two which are joined by a bath. The first floor of Carroll houses the infirmary which has a nurse in residence and a doctor on call 24 hours a day for any medical needs that might arise. The infirmary is well-equipped, contains eight beds, and is completely air-conditioned.

MAE GRIMMER ALUMNAE HOUSE includes offices of the alumnae association, as well as bedroom suites for guests of the College. There are also a reception room and a kitchen for social events. For 36 years Mae Grimmer was executive secretary of the alumnae association, and the house is named in her honor.

FAW GARDEN, located between the Harriet Mardre Wainwright Music Building, Jones Hall, and Heilman Residence Hall, includes a partially enclosed courtyard of brick and garden areas. The garden, named in honor of the J. C. Faw family, includes a variety of evergreen and deciduous plants.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove to the south of Jones Hall, the amphitheater overlooks a four and a half acre lake. An island stage separated from the amphitheater by a moat is complete with lighting and sound systems, making the theater ideally suited for outdoor performances and general college programs. Named for Elva Bryan McIver of Sanford, North Carolina, the amphitheater was made possible by a bequest from this friend of the College.

CATE CENTER contains continuing education facilities, including the 240-seat Kresge Auditorium, offices for counseling and career services; the student supply store, snack bar, student government offices, student publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used to entertain students and other constituents of the College. The house is named in honor of Dr. Luther M. Massey and his wife, Vivian Dawson Massey, in appreciation of their service to Meredith.

MARTIN EQUITATION ARENA is located behind Weatherspoon Physical Education-Recreation Building. A standard size show ring, the arena is equipped with a lighting and sound system and office. The arena was dedicated in 1976 in honor of Zeno Martin and Lorna Bell Broughton.

SHAW FOUNTAIN is positioned on the front center campus near the entrance to the administration building. The six water spouts control 10 water height stages and are illuminated by 20 multi-colored lights. Named in honor of Henry M. Shaw and his wife, Blanche M. Shaw, the 20-foot circular fountain was dedicated in 1974.

MEREDITH COLLEGE STABLES accommodate approximately 40 college-owned horses. Facilities are there for classroom sessions in equitation as well as for outdoor and indoor riding.

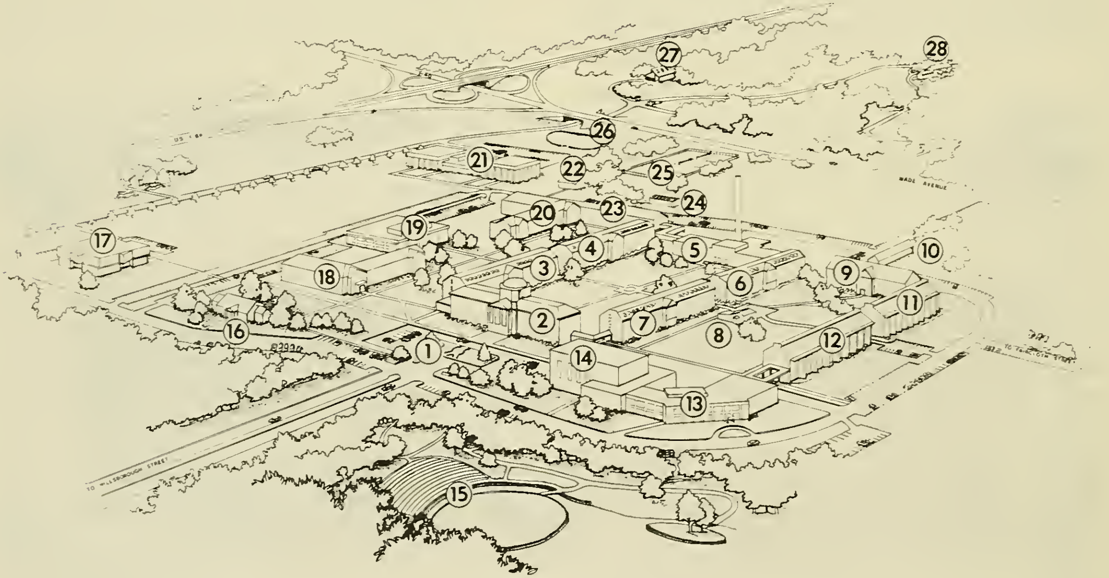
HARRIET MARDRE WAINWRIGHT MUSIC BUILDING, a two-story brick and masonry structure adjacent to Jones Hall, houses a music library, faculty lounge, five offices, three classrooms, eight practice rooms, and 22 teaching studios. Also included in the 21,000 square foot building is the 175-seat Clara Carswell Concert Hall named in honor of Mrs. Guy T. Carswell. The music and fine arts building, named in honor of Mrs. Irving H. Wainwright, was dedicated in 1977.

LOCATION

Located in central North Carolina, Raleigh, home of Meredith College, is a growing city of approximately 156,000 people. The campus, however, is on the western outskirts of the city, and the 225 acres are unspoiled by commercial or residential development. Situated at the junction of two major highways—U.S. 1 and 64 and Interstate 40—there is easy access to other major cities. The Raleigh-Durham Airport, serving the major airlines, is just eight miles from the campus.

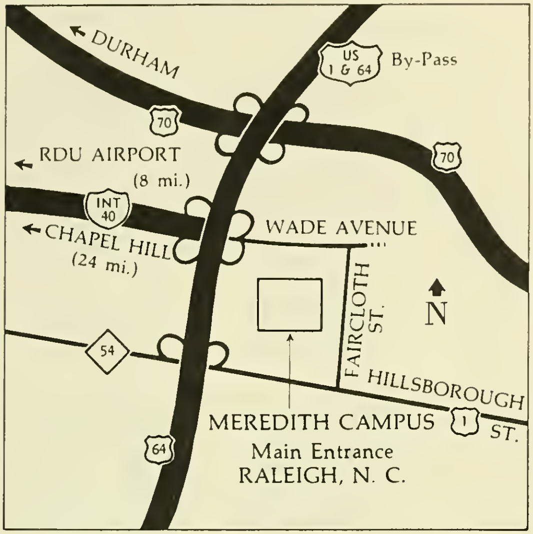
Raleigh is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill. Raleigh is also the home of North Carolina State University. Approximately 25 miles away is Chapel Hill, the site of the University of North Carolina. Duke University is 17 miles away in Durham. Wake Forest University, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities while others enjoy the beaches of coastal North Carolina.



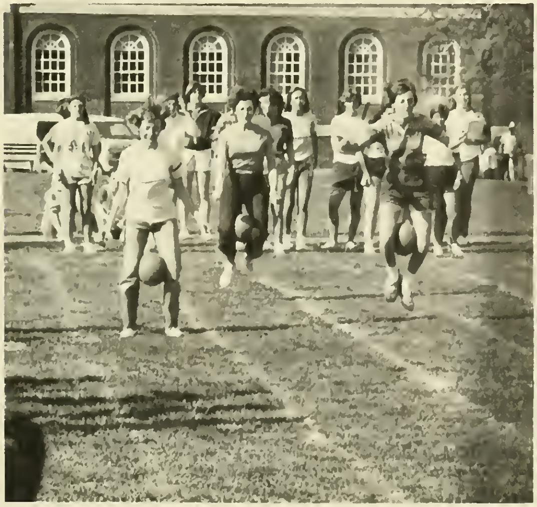
Campus Map

1. Shaw Fountain, 2. Johnson Hall (administration), 3. Vann Residence Hall, 4. Stringfield Residence Hall, 5. Belk Dining Hall, 6. Faircloth Residence Hall, 7. Brewer Residence Hall, 8. Temporary Art Studio, 9. Poteat Residence Hall, 10. Maintenance Shop, 11. Barefoot Residence Hall, 12. Heilman Residence Hall, 13. Harriet Mardre Wainwright Music Building, 14. Jones Hall (auditorium, drama, art), 15. Elva Bryan McIver Amphitheater, 16. Mae Grimmer Alumnae House, 17. Cate College and Continuing Education Center, 18. Joyner Hall (liberal arts, mathematics), 19. Carlyle Campbell Library, 20. Hunter Hall (science, home economics, business administration), 21. Weatherspoon Physical Education-Recreation Building, 22. Ellen Brewer Home Management House, 23. Delia Dixon Carroll Infirmary and Residence Hall (infirmary, first floor; residence, second floor), 24. Continuing Education Office, 25. Tennis Courts, 26. Zeno Martin Arena, 27. Meredith Stables, 28. Massey House (president's residence).



By Auto

Easy access to the Meredith College campus is provided by Interstate 40 and U.S. 1 and 64 (by-pass). The campus is situated on the western-most side of Raleigh and is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the south by Hillsborough Street, and on the west by U.S. 1 and 64 (by-pass). The campus front entrance faces Hillsborough Street, and appropriate highway markings are placed to guide the visitor to the campus.



ENROLLMENT FOR 1980-81

Fall 1980 Degree Candidates (Bachelor of Arts, Bachelor of Science, and Bachelor of Music)	
Senior	311
Junior	315
Sophomore	351
Freshman	456
Total degree candidates	1,433
Non-degree students in credit courses	145
Non-degree students in non-credit courses	777
Total enrollment, Fall 1980	2,355
Summer Enrollment 1980	641
Students in credit courses by state and international students	
Alabama	1
Alaska	1
California	2
Connecticut	3
Delaware	1
Florida	12
Georgia	8
Indiana	2
Kentucky	1
Maryland	13
Massachusetts	4
Michigan	1
Mississippi	1
New Jersey	6
New York	4
North Carolina	1,343
Ohio	1
Pennsylvania	5
South Carolina	10
Tennessee	7
Virginia	135
West Virginia	3
Wisconsin	1
International students	13
TOTAL	1.578

ACADEMIC CALENDAR

FALL SEMESTER	*1981-82*	*1982-83*
Arrival of new students	Thu. Aug 20	Thu. Aug. 19
Change Day	Mon. Aug. 24	Mon. Aug. 23
Registration of new students	Tue. Aug. 25	Tue. Aug. 24
First day of classes	Wed. Aug. 26	Wed. Aug. 25
Last day to add a course	Tue. Sep.1	Tue. Aug. 31
Labor Day Holiday-no classes held	Mon. Sep. 7	Mon. Sep. 6
Last day to drop with a "W" grade	Wed. Sep. 23	Wed. Sep. 22
Midterm reports due and Autum recess begins at 5:00 p.m.	Fri. Oct. 16	Fri. Oct. 15
Classes resume at 8:00 a.m.	Wed. Oct. 21	Wed. Oct. 20
Preregistration conferences	Mon. Oct. 26- Fri. Nov. 20	Mon. Oct. 25- Mon. Nov. 29
Thanksgiving recess begins at 1:00 p.m.	Wed. Nov. 25	Wed. Nov. 24
Classes resume at 8:00 a.m.	Mon. Nov. 30	Mon. Nov. 19
Last day of classes	Fri. Dec. 11	Fri. Dec. 10
Final Examinations	Sat. Dec. 12 Sat. Dec. 19	Sat. Dec. 11 Sat. Dec. 18

SPRING SEMESTER		
Registration	Tue. Jan. 12	Tue. Jan. 11
First day of classes	Wed. Jan. 13	Wed. Jan. 12
Last day to add a course	Tue. Jan. 19	Tue. Jan. 18
Last day to drop with a "W" grade	Tue. Feb. 9	Tue. Feb. 8
Founders' Day	Fri. Feb. 26	Fri. Feb. 25
Midterm reports due and Spring recess begins at 5:00 p.m.	Fri. Mar. 5	Fri. Mar. 4
Classes resume at 8:00 a.m.	Mon. Mar. 15	Mon. Mar. 14
Pre-registration conferences	Mon. Mar. 29- Fri. Apr. 16	Mon. Mar. 28- Fri. Apr. 15
Easter Recess begins after last class	Fri. Apr. 9	Fri. Apr. 1
Classes resume at 8:00 a.m.	Tue. Apr. 13	Tue. Apr. 5
Last day of classes	Thu. May 6	Thu. May 5
Examinations	Fri. May 7- Fri. May 14	Fri May 6- Fri. May 13
Commencement	Sun. May 16	Sun. May 15

SUMMER SCHOOL

	1982	*1983*
First session begins	Mon. May 24	Mon. May 23
First session ends	Fri. June 11	Fri. June 10
Second session begins	Mon. June 14	Mon. June 13
Second session ends	Fri. July 2	Fri. July 1
Third session begins	Mon. July 5	Tue. July 5
Third session ends	Fri. July 23	Sat. July 23

1981

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1982

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
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MARCH

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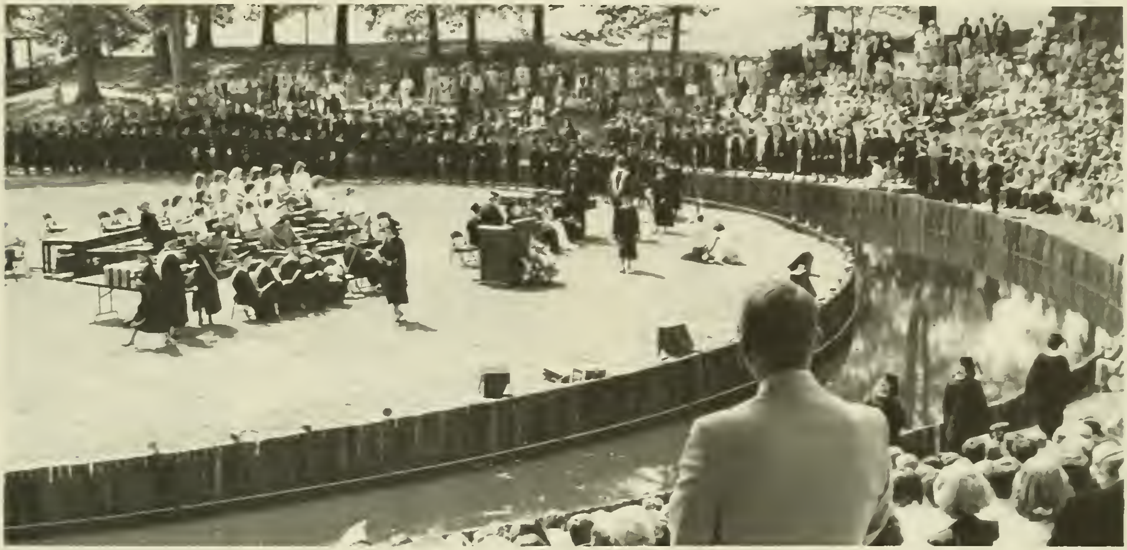
Meredith College Board of Trustees, 1981



CORRESPONDENCE AND VISITS

The mailing address of the College is Raleigh, North Carolina 27611, and the College telephone number is (919) 833-6461. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

academic records
Office of the Registrar
admissions
Office of Admissions
alumnae matters
Director of Alumnae Affairs
catalogue requests
Office of Admissions
community educational services
Office of Continuing Education
educational programs
Dean of the College
expenses
Vice President for Business and Finance
financial aid
Office of Financial Aid
graduate employment
Office of Career Services
housing matters
Dean of Students
news items/publications
Office of Information Services
Parents Association
Office of Parent Relations
student employment
Office of Financial Aid
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Dean of Students
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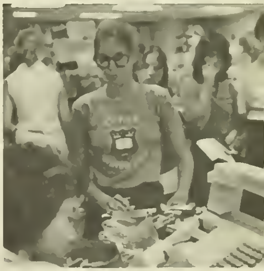

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CATALOGUE REQUESTS

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A correspondence list may be found on page 144.

NONDISCRIMINATORY POLICY

Meredith College admits women students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.

CATALOGUE NOTICE

Meredith College intends to adhere to the rules, regulations, policies, and related statements included, but reserves the right to modify, alter or vary all parts of this document with appropriate notice and efforts to communicate such changes.

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PRESIDENT'S MESSAGE

Every so often we make changes in our lives. I'm speaking of the big ones, the ones that eventually take us in a different direction, the ones that aren't easily made, the ones that teach us all about the restlessness of indecision and, conversely, the peace of a thought-out and free decision.

Opting for college, choosing a college, and experiencing college mean those kinds of changes. That's the case for most people, at least, and always for the college involved. Take Meredith, for instance. She is a composite of almost a hundred years of people and thoughts and struggles and successes, of teachers and learners and experiments and experiences, of philosophies and theories and questions and answers. Of changes.

But there are some ideas and ideals here that have remained constant in the midst of change, such as the College's commitment to the Christian faith, the continuing concern of teacher for student, the ongoing challenge to be the best of our kind, and the determination to provide our students an education for living in their time.

If Meredith is true to the mission embodied in those ideals, her students will not only experience change but will be the agents of change, both on the campus and in their society at large. It has to be that way because of the dynamics of education.

It has always been true that each student here has made her own mark both on Meredith's history and Meredith's future. And Meredith returns the favor. As her students shape her, she prepares her students for the shaping of their maturity, for the developing of their potential. Halfway through her first year here, one of our freshman students said, "At Meredith, I've been challenged to do what I can do best...as a result, I've just become more me." And that freshman student, like all others have before her and with her and will after her, has dared us to do what we do best. At Meredith, we have never been told what not to be, only challenged to become more than we are.

Thank you for your interest in the College.

John Edgar Weems, *President*

Meredith College: An Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a new college was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the 1835 committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh home in 1926. The College has grown from the single building in downtown Raleigh that was once Baptist Female University to a 225-acre campus with a library, classroom buildings, seven residence halls, administration building, gymnasium, college center, auditorium, and other physical facilities that in design and function reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

ACCREDITATION

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music, and the Council on Social Work Education. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the Association of Intercollegiate Athletics for Women. Graduates of Meredith are eligible for membership in the American Association of University Women.

PURPOSE

Meredith is a women's college of high quality in the liberal arts—a college in which the Christian perspective is the integrative principle in the educational program and whose purpose is to provide experiences through which students will develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to help students aspire to and make a contribution toward "culture made perfect through the religion of Jesus Christ." In an

atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals, to acquire sound knowledge in the arts, sciences, and humanities, to exercise creative imagination, to develop skills in analytical thought and communication, and to achieve a sense of life direction. Thus, students are prepared for leadership and intelligent citizenship, for productive work in the vocations and professions, for graduate and professional study, for good use of leisure, and for homemaking.

A COLLEGE FOR WOMEN

Meredith College was founded on the premise that excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has been graduating highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities and states.

Providing an environment conducive to self-discovery and development, Meredith is well suited for educating women to lead and contribute in society. In addition to sound academic instruction and opportunities for personal growth, the College has developed special programs and study opportunities relevant to the needs of today's women. The College seeks to provide education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual member of the community.

STUDENT LIFE

To provide the most stimulating learning environment possible, Meredith College seeks a diverse student body. The approximately 1,500 enrolled students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students returning to the College to continue their education help provide a heterogeneous classroom atmosphere, thereby enhancing communication, debate, and idea exchange. Students enjoy an academic and social climate which fosters close communication between students and faculty in an atmosphere of respect and concern for learning and enrichment.

Most students also find time to participate in campus activities and to enjoy the many opportunities of the Raleigh area. Meredith seeks to provide a total educational experience—one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to

fostering strong leadership, skills development, and self-awareness, Meredith provides opportunities for her students to participate in a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 150,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities afford additional cultural and social advantages to the Meredith student as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County school system. Thus, a variety of opportunities involve students in the life of an exciting city and state capital, which is home to more than 20,000 college students.

CONTINUING EDUCATION

Meredith is committed to encouraging in each student an appreciation of human development as a lifelong process. Meredith therefore seeks to serve the woman who, as her life unfolds, wishes to expand and continue her education by taking enrichment courses, personal and career development certificate programs and workshops (see page 61), by auditing courses (see page 67), or by taking courses for credit. She may begin a degree, complete a first or second degree, meet post-baccalaureate certification requirements in teaching, social work, or as a legal assistant, update an area of interest or explore a new one (see pages 61 & 62). The Office of Continuing Education is concerned with meeting individual needs and academic interests of women re-entering the educational process at Meredith and of women in the community.

FACULTY

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 65 per cent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 45 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

CURRICULUM

Meredith College offers a curriculum designed to assist the student — living and working as a free person within a community of learners — in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and a total of 25 majors. Elective courses may provide for further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music.

INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special studies are available in all departments at the initiative of students or

faculty and include individual studies, community internships, and special group courses in addition to those courses listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work with campus study. Under the auspices of the Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount College whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain whereby a student may earn a full semester's credit at approximately the same cost as on campus. There are departmentally-sponsored overseas programs. In addition a student may arrange through special studies an individualized program of study, or she may praticipate in programs sponsored by other institutions.

CAREER DIRECTION

Career opportunities for women are greater now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including the top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering 25 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, students may, with advice from their major department, custom design a cluster of courses which gives specific career direction to their required study in arts, sciences, and humanities.

Pre-Professional Studies

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

Teacher Eduation

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and abilities developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith seeks to provide for the prospective teacher varied experiences which will result in the development of competencies for the multi-racial classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

Social Work

The program in social work is accredited by the Council on Social Work Education and offers a Bachelor of Arts degree with a major in social work. For details, interested students should consult the Department of Sociology and Social Work. (See pages 57 and 114-115.)

Medical Technology

A new degree program in medical technology has been instituted, and details are available in the Department of Biology and Health Sciences, and on page 57 of this catalogue.

Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national and ethnic origin, or handicap.

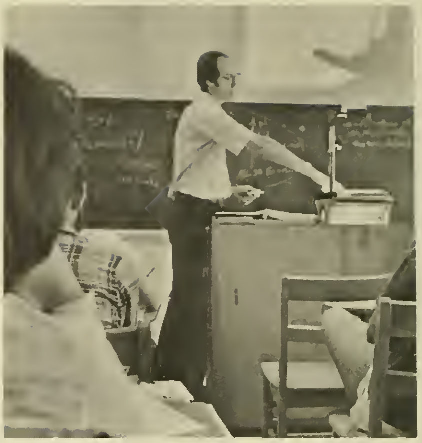
Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to her on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith College actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other Southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial aid.

FRESHMAN ADMISSION

Requirements

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the $15 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the $15 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.



Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

Meredith takes a flexible approach to course requirements for admission. The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12. Her program should include four units in English and at least nine additional credits chosen from English, foreign language, history, social studies, mathematics, and natural sciences. To prepare for the academic program at Meredith, a prospective student should take a strong college-preparatory program throughout high school. Careful attention is given to the applicant's grade average on the academic subjects.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class at least 70 per cent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student who wishes to enroll and who shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

Scholastic Aptitude Test

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the SAT of the College Entrance Examination Board and to have an official report of her scores sent to Meredith College. For admissions purposes at

Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 or Box 1025, Berkeley, California 94701. While SAT scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language or some other measure of competency may be requested in addition to or in lieu of SAT scores. (Foreign students, especially those who will be traveling on a student visa, should see pages 23 and 24 for testing expectations.)

Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide names of a school official, a teacher who has taught her in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities. The Office of Admissions writes directly to the references for recommendations to support the application.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in order than any special accommodations that might be necessary can be arranged by the College.

Interview

Although an admissions conference is generally not required, many prospective students find talking with a member of the

admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 144.)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See pages 37 and 38.)

Credentials for Adult Students

A woman who wishes to enter a degree program may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a pre-arranged program as a re-entry student. The woman who chooses to meet freshman admissions requirements may in some instances be advised by the Office of Admissions to substitute other standardized test scores for the SAT. The woman who is 23 years of age or older may wish to take advantage of the opportunity to enter initially as a re-entry student before applying for admission. Under this option, her academic performance at Meredith while a re-entry student becomes the primary criterion for gaining admission to the degree program. (See pages 26 and 61.)

Early Decision Plan

A student who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan. Such a student must file her application *by October 15* of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the SAT prior to her senior year.

The College takes action on early decision applications by November 15 and notifies each candidate immediately of the decision. Accepted students are required to make by December 15 a $100 advance deposit, a non-refundable payment that applies toward freshman year expenses. For information about applying for an early decision on financial aid, see page 34.

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. Such a student is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith College. The Early Decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

Regular Admission Plan

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a $100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

Advanced Placement and Credit

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: an Advanced Placement Examination of the College Entrance Examination Board (CEEB); a special departmental examination; a CEEB Achievement Test in French, German, Latin, or Spanish; and/or a subject examination in Introductory Calculus and Introductory Sociology of the College-Level Examination Program. Further information about these opportunities may be obtained by writing the Office of Admissions.

Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department chairman to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

TRANSFER ADMISSION

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, or Bible colleges. There are particular procedures and requirements for applicants from these institutions. (See pages 22 and 23.)

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See pages 68 and 69, Residence Credit Requirements.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. See page 56 for information regarding credit requirments for a second degree program.

Requirements

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

An applicant having less than 30 semester hours of college credit at the time of application must also meet freshman admissions requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having 30 or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. Information about the health record is found on page 17.

Credentials for Adult Students

A woman who wishes to enter or resume a degree program begun earlier may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a pre-arranged academic program as a re-entry student. The women who is 23 years of age or older may wish to enroll as a re-entry student before applying for admission. Under this option, her academic performance at Meredith while an unclassified student becomes the primary criterion for gaining admission to the degree program (See pages 26 and 61.)

Procedure

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable $15 processing fee, by the recommended deadline of February 15 if residence space is

available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

Applications for fall or spring are responsible for having an official transcript sent to Meredith College from each college or university attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. The student must provide the names and addresses of her previous dean of students (or similar official), a college professor, and a third person of her choice. The admissions staff sends the student a reference form to forward to the dean of students, and it writes to the other references for supporting recommendations.

Fall transfer application evaluation begins in late February if all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out as quickly as possible after the evaluation process begins. An accepted student for fall must pay a $100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by late October if all required credentials are on file. Decisions continue on a rolling system of admission after the evaluation process begins. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later.

Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described on pages 20 and 21. In addition, she should request her secondary school to send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted. See pages 68 and 69 for a description of the evaluation of credits from technical, business, Bible, and nursing schools. Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

Evaluation of Credit

After a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 67, 68, and 69 for information about credit regulations. Special attention is called to the maximum credit accepted from a two-year college (66 hours) and to the statement about the minimum number of semester hours, including courses in her major fields, that a student must take at Meredith.

INTERNATIONAL STUDENTS

Meredith College welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language, which is administered by the College Entrance Examination Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test.

An international student judged academically admissible will be required to give proof of financial responsiblity for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed

and before an I-20 form for obtaining a student visa will be issued. For her own benefit, the student should be certain that she has adequate health and accident insurance before traveling to the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to $1,000, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

The College is authorized under Federal law to enroll non-immigrant alien students. Further information and application materials are available from the Office of Admissions.

RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith College but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. A special application, obtainable from the Office of Admissions, and a $5 non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith College. If adequate health information is not on file at the College, the student accepted for admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. The membership of this committee is normally the same as that of the academic retention committee which considered her academic situation at the time she was suspended. (See page 73 for a description of the academic retention committee.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental chairman.

A former Meredith student who is 23 year of age or older may wish to follow the procedure described on page 26 for adult students before applying for re-admission.

PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

SPECIAL ADMISSION PROGRAMS

Special Students

Special students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
2. A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

3. A college graduate wishing to pursue a teacher certification program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith College in order to complete the certification program. (See G on page 58.)
4. A student who is 23 years of age or older and is interested in completing a Meredith College degree may enroll as a re-entry degree candidate without fulfilling regular Meredith College admission requirements. This student enters through the Office of Continuing Education where a program of a maximum of 15 semester hours credit is planned for her. This pre-arranged program serves as an admission criterion for later applying for regular admission. The credits earned as a re-entry degree student will be applied toward the student's degree if she is admitted as a degree candidate.
5. A student who is 23 years of age or older and not interested in completing a Meredith College degree may register for courses for credit as a special student. This student registers in the Office of the Registrar on the opening day of the term.

Summer Scholars Program

A high school student having an above average academic record may earn college credit or study simply for enrichment by enrolling as a special student in approved courses in the Meredith College summer school. The Summer Scholars Program is open only to rising senior girls. Information about admissions requirements and other details of the program and Summer Scholar application forms are available from the Office of Admissions.

Senior Scholars Program

High School senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith College. A student approved for participation in the Senior Scholars Program may attend classes for college credit in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (See page 43.) All freshmen and transfer students are expected to take part in the orientation program. Each student should report to the Office of the Dean of Students upon arrival. Residence halls will open and the orientation program will begin on Thursday, August 19. Registration is scheduled for Tuesday, August 24.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of the residence halls is sent to the student after she is accepted for admission.

SUMMER SESSION

During the summer of 1983, the College will operate three three-week terms, May 23-June 10, June 13-July 1, and July 5-23. Students accepted for admission to the fall term as well as those previously enrolled at Meredith College may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar. See page 26 for information about the Summer Scholars Program for rising high school senior women.

Oxford
University

Finances

In these days of rising costs, Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable rates. Fund-raising programs conducted by the Division of Institutional Advancement at Meredith are designed to secure the funds necessary for the maintenance and increased financial stability of the College and for the achievement of the College's programs, services, and mission objectives. A tri-focus fund-raising program is designed to secure funds for current operations, endowment, and capital improvements, including renovatioons and construction of new facilities.

Because the costs of labor, materials, and food are uncertain, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will, of course, be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

TUITION AND FEES

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Special students are non-resident students taking credit courses but not pursuing a degree; their tuition charges are determined by their course loads.

Full-Time Students

(12-18 credit hours and all resident students)

	Semester	*Year*
Resident Students		
Tuition	$ 1,525	$ 3,050
Room, board, laundry, and infirmary	675	1,350
	$ 2,200	$ 4,400
Commuting Students		
Tuition	$ 1,525	$ 3,050

Part-Time Students

(1-11 credit hours)

Tuition (for credit or audit) .... $120 per credit hour

Additional Course Fees

Credit in excess of 18 hours	$120 per credit hour

Applied Music

Full-time students	
1 half-hour lesson weekly	$ 55
2 half-hour lessons weekly	$ 95
Class lessons in piano	$ 50
Class lessons in guitar	$ 50
Part-time students (for credit)	
Tuition of $120 per credit hour plus the following fees:	
1 half-hour lesson weekly	$ 55
2 half-hour lessons weekly	$ 95
Class lessons in piano	$ 50
Class lessons in guitar	$ 50
Part-time students (no credit)	
1 half-hour lesson weekly	$ 160
2 half-hour lessons weekly	$ 320
Theory-musicianship classes	
No charge for students taking private applied lessons at Meredith	
Students not taking private applied lessons at Meredith	$ 55
Class lessons in piano 1 hour per week	$ 105
Class lessons in guitar 1 hour per week	$ 105
Suzuki violin classes - 2 half-hour lessons weekly	$ 120
Pace piano classes - two 45 minute classes per week	$ 230

Education

Education 439 – Student Teaching	$ 60

Equitation:

Full-time students	
2 lessons weekly	$ 120
Part-time students	
1 lesson weekly	$ 120
2 lessons weekly	$ 165

Home Economics

Home Ec. 455 – Home Management Residence – Non-Residents	$ 55

Photography

All black and white courses	$ 40

Physical Education

Golf, bowling, racquetball, and snow skiing fees are set at the beginning of each semester.

Auditing Courses

Full-time students	no charge
Part-time students	$120 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, art supplies, gym clothes, and other instructional expenses are not included in the above charges.

Special Fees

Application fee for new students	$ 15
Application fee for students seeking re-admission	$ 20
Record evaluation	$ 5
Graduation fee (partially covers direct cost of graduation)	$ 20
Transcripts	$1.00 each

Breakage fee

Students will be billed for unjustifiable damage to college property.

Health services

Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Students will be billed for additional service in case of serious or prolonged illness, for all special medical prescriptions, x-rays, and fluoroscope. Only emergency service is supplied for non-resident students.

Boarding a horse . . . . $120 per month

TERMS OF PAYMENT

Payment Schedule

Application fee $15

Advance payment for all entering students $100

Students who are accepted on the Early Decision Plan must make payment on or before December 15. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $15 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning students $100

All returning resident students must make this deposit before February 15. The fee will be credited to the returning student's account. For resident students who withdraw after the payment of the deposit, $85 will be refunded if the request is received by May 1.

All commuting students must make this deposit before April 15. For commuting students who withdraw after the payment of the deposit, $85 will be refunded if request is received by July 1.

	Resident	*Commuting*
Advance Payment	$ 100	$ 100
At the beginning of the first semester	1,200	800
In the middle of the first semester*	900	625
At the beginning of the second semester	1,300	900
In the middle of the second semester*	900	625
	$ 4,400	$ 3,050

Charges for additional fees are added to the mid-semester payments.

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Tuition Remission for North Carolina Residents

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1981-82 was $600.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar. The grant will be credited to her mid-semester bill for each semester in which she qualifies.

Deferred Payment Plan

For students and parents desiring to pay educational expenses in monthly installments, low cost deferred payment programs are available through College Aid Plan, Inc., 1700 Mishawaka Ave., South Bend, Indiana 46624; Educational Funds, Inc., 36 S. Wabash Avenue, Chicago, Illinois 60693; and the Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022.

Refund Policy

If a student withdraws or is dismissed from Meredith before the end of a semester, the following tuition refund policy will apply:

Up to and including last day for drop/add	80%
6th through 10th class day	60%
11th through 20th class day	40%
After 20th class day	0%

Board will be refunded on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No refund will be made for room charges.

**Charges for additional fees are added to the mid-semester payments.*

If a student is receiving financial assistance, the accounting office first determines the total amount of refund that is in order according to the formula stated above and then prorates the amounts to be repaid to the various aid funds and, if applicable, to her or her parents. Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith College Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

FINANCIAL AID

Meredith College offers a student aid program which seeks to meet the financial need of each student. All degree candidates—including freshman and transfer applicants, on-campus and commuting students—are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.

The aid program is administered on a need basis without regard to race, creed, national and ethnic origin, or handicap. A foreign applicant should consult page 24 for assistance available to students from other countries.

Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith College, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith College financial aid application and a Financial Aid Form (FAF) to the College Scholarship Service (CSS).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated $1100 for books and supplies and miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 1982-83 is $5,500. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $1,800 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total educational cost used by the financial aid office in its calculation of need for a full-time commuting student for 1982-83 is $4,900. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about typical student costs and budgets may be obtained by conferring with the financial aid officer.

Application procedures

An entering student who wishes to apply for any kind of financial aid should proceed as follows *before February 15:*

1. Return a Meredith College financial aid application to the financial aid office. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial aid.
2. Have her parents submit a Financial Aid Form (FAF) to the College Scholarship Service (CCS), designating Meredith College (code number 5410) as an institution to receive a copy. The FAF may be obtained from her high school counselor or her college financial aid office.

The student who is applying for admission under the Early Decison Plan and who wishes an early decision on financial aid should proceed as above *before October 15* of her senior year. If all required forms are received on time, she will be informed about her aid by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial aid must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before February 15:*

1. Obtain from the financial aid office a Meredith College financial aid application and a FAF. Have her parents complete the FAF and assist her in completing the financial aid application.

2. Return *both* forms to the financial aid office, along with a *check* made payable to the College Scholarship Service to cover its processing fee. The FAF and accompanying check will be forwarded by the College to CSS for processing.

Entering and returning students should note the above deadlines. Applications filed after those dates will be considered as funds allow. Transfer students, in addition to applying for financial aid, must have a Financial Aid Transcript (FAT) completed by the financial aid office at all undergraduate schools previously attended even if they have not previously received financial aid. FAT(s) are available in the Meredith financial aid office. It is the responsibility of the student to see that the form(s) is/are completed.

The Award

The financial aid office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of aid awards by December 1. Returning students can expect notification concerning awards by early April.

Payment of Award

Scholarships awarded by the College are credited automatically to the student's college account. For federal grants and loans, vouchers are issed to the student and held in the College accounting office for the student's endorsement and crediting toward her account.

The accounting office issues monthly checks during the school year to students having campus jobs.

Renewal of Aid

Once committed to a student in a program of financial aid, Meredith College continues to help her if her need persists and she is making satisfactory progress toward graduation. The award may vary from year to year in both type and amount, depending upon funds available at the College and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial aid has certain rights and responsibilities. For any necessary revision in her current aid award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial aid office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her aid application. Other responsibilities of an aid recipient include completing all forms and special applications requested by the financial aid office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her aid award.

Another area of student responsibility relates to previous enrollment at Meredith College. In order to be eligible for most federal aid programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A financial aid transcript from previous colleges attended is necessary before the financial aid process can be completed.

Types of Aid

Competitive Scholarships

Meredith College Merit Scholarships

Each year Meredith College offers at least one four-year scholarship through the National Merit Scholarship Corporation. The recipient is selected from finalists who have specified Meredith as their college choice. The stipend will range from a minimum of $250 to a maximum of $1,500. If the analyzed need of a recipient is greater than the scholarship stipend, the College provides additional aid to meet her need.

Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials.

Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from $250 to $1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend of $250, by February 15 her parents must also submit a Meredith College financial aid application to the Office of Financial Aid and a Financial Aid Form to the College Scholarship Service.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial aid office.

Music Talent Scholarship

Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The amount of each Music Talent Scholarship varies from $250 to $1,500 per year according to the recipient's financial need.

To be considered for a Music Talent Scholarship, a prospective freshman must file the special Music Talent Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend of $250, by February 15 her parents must also submit a Meredith College financial aid application to the Office of Financial Aid and a Financial Aid Form to the College Scholarship Service.

Though financial need determines the amount of the scholarship stipend, the selection is based completely on musical ability, previous performance, and potential achievement in the field of music. On the basis of auditions in the fall or winter, finalists are chosen in late February by the

Department of Music and the Performing Arts; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

A Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial aid office.

General Scholarships

Meredith College provides a number of general scholarships for entering and continuing students with financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the State. For a student to be eligible for such an award, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of $100 on her expense for the year.

Endowed Scholarships and Loans

Friends of Meredith College have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of aid. The loan funds are used as needed for meeting financial need.

Campus Employment

A variety of on-campus jobs provide a financial aid resource in the form of campus employment. For any aid recipient for whom this resource is used, the estimated earnings are included in her aid award. Unlike the other types of aid that are automatically credited to the student's account, compensation, at minimum wage, is paid directly to the student.

Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith College offers aid through the federal programs listed below. Recipients of these programs must be

U.S. citizens or permanent residents of the U.S., must be enrolled for at least six semester credit hours, and must be making satisfactory progress toward graduation.

PELL Grant (formerly Basic Grant)

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. Meredith College expects all aid applicants to file application for a PELL Grant.

No separate application is required as the Financial Aid Form (FAF) to the College Scholarship Service serves as the application when it is properly completed. Following an analysis of the FAF a Student Aid Report (SAR) is sent to the student. The student is required to send the SAR to the Meredith College Financial Aid Office regardless of her eligibility.

Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with financial need. Students do not repay these grants.

National Direct Student Loan

This program, funded by the federal government and administered by Meredith College, makes available low-interest loans to students with financial need. A student is obligated to repay the loan with interest within a 10-year period after graduation or termination of study. This repayment period and the interest do not begin until six months after the student ends her studies. Repayment may be deferred for various reasons. Information about this loan is available in the accounting office of the College.

College Work-Study Program

Many of the students assigned to campus employment are participating in the College Work-Study Program.

Guaranteed Student Loan (GSL)

Under this program, a student may be eligible to borrow as much as $2,500 a year for undergraduate study. The federal government will pay interest on the loan while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time. If the student is a legal North Carolina resident, she may obtain an application by writing College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. If the student lives out of state, she should inquire about the source of applications from the Department of Education of her state of legal residence.

North Carolina Legislative Tuition Grants

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1982-83 is $650.

North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. To apply, the student must list N.C. Student Incentive Grant (code number 0742) on her Financial Aid Form (FAF). College Foundation will send the eligible student a supplementary form to complete.

North Carolina Prospective Teachers Scholarship Loan Fund

A limited number of awards are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

Detailed information concerning this scholarship-loan program may be obtained from the high school guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina 27611

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina 27611.

Veterans Administration and Social Security Benefits

The family situation of some students may entitle them to receive benefits under one of these programs. Information may be obtained from the local agency.

Student Life

The quality of student life at Meredith College is important to its student community. There is a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of total education, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity—and the responsiblity—students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division of Student Development. Student support services include admissions, financial aid, dean of students, residence halls, residence advisers, campus ministry, developmental counseling, student activities, guidance and counseling, career services, health services, and community resources.

STUDENT ORIENTATION

An in-depth and diversifed program of orientation for new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and mixers with area colleges. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and students from neighboring colleges and universities. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resouces.

The *Student Handbook*, which is mailed to each new student prior to the new semester, is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith College incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Dr. Lisa Sergio, author, international news analyst, humanist, and international development specialist of Washington, D.C.; Margaret Kuhn, president of the Gray Panthers, an activist group for social change and justice for the elderly; Vinie Burrows in *Walk Together Children*, a dramatic presentation of the poetry, prose, songs, humor, and pain of the black experience in America; Pavel Litvinov, a leading Soviet intellectual whose grandfather was the first Soviet ambassador to the United States; Tom Jackson, author of *The Hidden Job Market*; the Right Honorable Sir Harold Wilson, former prime minister of Great Britain; and Dr. Roger Fouts, an experimental psychologist who has been actively involved in teaching language to chimpanzees. Dr. M. Mahan Siler, Jr., director of the School of Pastoral Care, North Carolina Baptist Hospitals, Inc., has been a featured speaker of the Staley Distinguished Christian Scholar Lecture Program. Touring drama, music, and dance companies such as The Academy Theatre, Yale's Society of Orpheus & Bacchus, and The Edith Stephen Dance Company also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area.

Meredith students also perform in the Raleigh area and on tours. Four groups directed by the music faculty — the Meredith Chorus, the Renaissance Singers, the Meredith Chorale, and the Meredith Ensemble — appear in concert regularly throughout the college year. The Meredith Playhouse is comprised of students with interests in dramatics. Providing opportunities to appear in plays and to acquire practical experience in play production, the Meredith Playhouse has staged a number of dramas such as Neil Simon's *Come Blow Your Horn*, *The Diary of Anne Frank*, and *The Effect of Gamma Rays on Man-in-the-Moon Marigolds*. An annual fall musical encourages the students to combine their musical and dramatic abilities. Recent musicals include *Good News*, *Carousel*, and *Once Upon A Mattress*.

Several on-campus social activities for students are coordinated through the efforts of the College Center Association, which works to see that Cate Center hosts interesting programs. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

STUDENT HONORS

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior years; full members their senior years. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of Christian character, constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on pages 71 and 72.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota for music students, Delta Mu Delta for business students, and Beta Beta Beta for biology students.

Awards that recognize academic excellence include the Agnes Cooper Memorial Award of $50 to a junior or senior music major chosen by the Department of Music and the Performing Arts; two Ida Poteat Alumnae Scholarships of $200 each to a rising senior and a rising junior on the basis of scholarship, character, and service to the College; and two Helen Price Scholarshps of between $100 and $150 each from Kappa Nu Sigma to the freshman and the sophomore with the highest scholastic average in her respective class.

STUDENT RESPONSIBILITY

The faith that Meredith College places in her students as responsible, contributing members of the College community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association (SGA), which meets bimonthly on Fridays. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups—the elections, residence hall, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee, confers with the SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. This publication is sent to all entering students in the summer prior to matriculation in August.

Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith College. The function of the committee is to direct attention and study to the concerns and the welfare of the students; to give consideration to spiritual, recreational, and health needs of the students; to study and review student organizations; and to review periodically all student regulations.

STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, three college publications are directed by students elected as editors. Responsible for maintaining a good system of communication and for providing opportunities for students to voice their opinions, the student newspaper, *The Twig*, with a few exceptions, is issued weekly. *The Acorn*, the campus literary journal, encourages creativity among the students and is published twice during the year. The college yearbook is entitled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. Some of the more active clubs and organizations on campus include Barber Science Club, Black Voices in Unity, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Chapter of the Student National Education Association, Young Democrats Club, Young Republicans Club, Cooperative Education Club, and Amercian Society for Personnel Administration (ASPA).

Eligibility Requirements

An eligibility list is prepared at the beginning of each semester which includes the names of all students who have maintained the minimum academic standard for college representation or for student activities as indicated in the *Student Handbook*. A student is considered eligible if she has at least a 2.0 quality point ratio on all work attempted at Meredith. All freshmen are eligible in their first semester. Transfer students must have a 2.0 average.

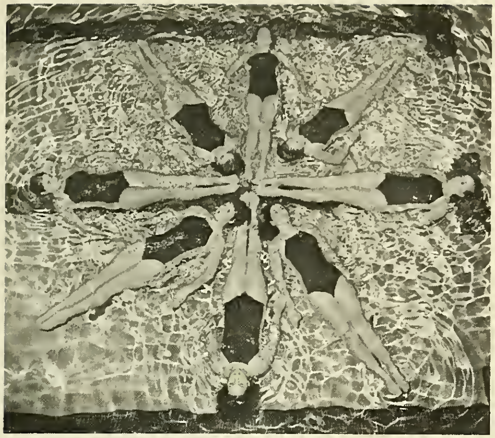
Societies

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

RELIGIOUS LIFE

Meredith College seeks to reinforce the students' development both intellectually and spiritually. Therefore, the religious life of the College is crucial to its overall program.

Several services are sponsored by the College to affirm the value it places on the religious dimensions of the students' lives. One such service is provided by a full-time college minister, "a pastor on campus," who is available for conversation or counseling pertaining to religious questions, religious vocations, or personal problems. In addition, regular worship services are integral to the college program. Meredith worship services contribute to the spirit of community, as well as campus spiritual life. The period from 10:00 to 11:00 A.M. on Wednesdays is reserved for voluntary



worship services. Another activitiy important to the religious life of the community is Religious Emphasis Week. During this week, religious leaders from outside the college community are invited to discuss with the students matters of spiritual significance.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA). The association seeks representatives of all faiths and denominations to serve on its council. Also comprising the council are the chairmen of various volunteer service projects. On occasion, MCA sponsors study groups, vespers, and other worship services, as well as coordinating the annual Religious Emphasis Week.

RECREATION

At Meredith College there is a variety of recreational activities available for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extra-curricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a softball diamond, and riding facilities. Nearby golf courses and ranges are often used by the students. In addition, ping pong and pool tables are set up in the Cate Center. Equitation is a popular feature of the physical education program with instruction available on levels ranging from beginner to advanced. Students who wish to board horses may inquire through the business office. The Meredith Recreation Association coordinates organized intramural activites, along with other special recreational events.

INTERCOLLEGIATE SPORTS

Intercollegiate sports are an important part of Meredith College student life. Students have an opportunity to compete in five intercollegiate sports: golf, tennis, basketball, volleyball, and softball. Meredith is an active member of the Association of Intercollegiate Athletics for Women (AIAW), competing in Division III, which gives Meredith teams access to competition on the state, regional, and national levels.

RESIDENCE

Meredith students under the age of 23 may choose to live on campus or to reside with their parents, husband, or (with special permission) a close relative. Senior and junior students and transfers accepted for those classes may, on occasion, be given special permission by the dean of students to reside off campus.

Campus housing is available only to full-time students under the age of 23. Any full-time student residing on campus who reaches the age of 23 during an academic year may complete that year on campus, but will not be eligible for on-campus housing thereafter, unless she entered Meredith prior to the age of 21 and is completing a continuous four-year academic program.

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. The newer residence halls are air-conditioned and completely carpeted. Each student receives from the College a limited amount of weekly laundry service.

Freshmen are usually assigned to Carroll, Stringfield, and Vann residence halls, transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the dean of students by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to the new students in the latter part of July.

Members of the junior class, elected by the student body as residence hall vice presidents, live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as vice presidents of the other residence halls. Two resident advisers are employed to live in the freshman residence halls and are available to students at all times; three other resident advisers are available to the upperclass students.

Non-Resident Student Life

The non-resident student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The fireside lounge in the Cate Center is designated for non-resident student rest, study, and relaxation. It is the center of non-resident student activity and communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar in the Cate Center or the Belk Dining Hall.

HEALTH CARE

Health care is under the general direction of the director of health services. The infirmary is served on a regular basis by two local physicians and is staffed 24 hours a day by registered nurses. The college physicians have designated office hours in the infirmary when students may see them. Only minor illness and emergencies are treated in the infirmary. Major illnesses are referred to physicians off the campus or to family physicians. It is the purpose of the physicians and nurses to prevent illness by means of informing the students about good health practices.

COUNSELING

Career Planning

The Office of Career Services, located in the Cate Center, offers help to the student who is undecided about her course of study or her career plans. Vocational interest tests may be taken if needed. Information is available on employment, interviewing tips, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. A career planning seminar, open to all students, is offered during the fall and spring semesters. Campus recruiters and senior workshops assist seniors in implementing their plans for graduate study or careers.

Academic Advising

The College provides guidance to students in the planning of their individual academic programs. See pages 10, 11, and 65 for further details.

Personal Counseling

Professional counselors are available to talk confidentially with any student who has a personal concern of any kind—academic, vocational, or social-emotional. In addition to the counseling service provided on campus, the counselors also have information about available off-campus resources which may be pertinent to students' needs. Students are encouraged to stop by the counseling offices any time during the day, or to call and arrange an appointment. The counseling offices are located on the first floor of Cate Center.

Academics: Programs and Regulations

Meredith offers three degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 13 departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. Area distribution requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. This option is available because during the year the College will continue to implement change in the academic program, student personnel services, and other areas of campus life.

DEGREE PROGRAMS

Requirements for All Degrees

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted; (2) all courses attempted at Meredith; (3) all courses attempted at Meredith in her major subject(s); and (4) all courses attempted during her senior year.

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of all of the capacities for human knowledge — sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 55.

Area distribution requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts, social and behavioral sciences, mathematics and the natural sciences, and health and physical education.

I. Humanities and fine arts . . . . 24-27 credit hours
  A. English composition . . . . 3-6 credit hours
    Any student who makes a grade of "C" or better in English 111 meets the requirements for English composition. If a student makes a "D" in English 111 she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).
  B. Foreign language . . . . 6 credit hours
    (Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
  C. Literature . . . . 6 credit hours
    1. A 3-hour course in major British authors.
    2. A 3-hour course in English, American, or world literature; or any literature course in a foreign language.
  D. Religion . . . . 6 credit hours
    1. A 6-hour introduction to the Old and New Testaments or
    2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.
  E. Elective . . . . 3 credit hours
    Choose from the following categories: art, music, philosophy, speech and theatre.

II. Social and behavioral sciences . . . . 12 credit hours
  A. History of Western Civilization . . . . 3 credit hours
  B. Electives . . . . 9 credit hours
    Must include at least two of the following categories: economics, cultural geography, sociology and anthropology, politics, psychology. Additional choices may be from any of the social and behavioral sciences.

III. Mathematics and natural sciences . . . . minimum of 13 credit hours
   A. One laboratory course chosen from biology, chemistry, or physics . . . . 4 credit hours
   B. Electives . . . . minimum of 9 credit hours
      Must include at least one additional category from biology, chemistry, physics, mathematics, or physical geography.

      No more than two 100-level mathematics courses may be applied to the mathematics/science general education category.

IV. Health and physical education . . . . 4-5 credit hours
   Include four activity courses, or three activity courses and a 2-hour course in health or first aid.

Note: Education methods courses may not be used to satisify area distribution requirements.

Major requirements

As soon as feasible, but no later than the end of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and chairman of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of certification. These must be indicated on the form. The chairman of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process of declaring a major.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 76-115.

Bachelor of Arts

American civilization
art
biology
chemistry
economics
English
French
history
mathematics
medical technology
music
non-Western civilizations
political studies
psychology
religion
social work
sociology
Spanish

Bachelor of Science

biology
business administration
chemistry
home economics
mathematics

Bachelor of Music

applied music
music education

Teacher education and social work are described on pages 57-60.

Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contractual major.

Requirements for the Bachelor of Music Degree

Detailed requirements for the Bachelor of Music degree with a major in applied music or music education are given on pages 103-110.

Requirements for a Second Baccalaureate Degree

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.
2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

Minors

A student may choose to complete a minor area of concentration but she is not required to do so. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

CAREER DIRECTION

A firm grounding in the arts, sciences, and humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education and social work which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see page 51).

Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in

teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

Medical Technology Program

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Arts degree. The program at Duke is a CAHEA approved program, and graduates are eligible for national certification. Career opportunities in hospitals, laboratories, research, public health facilities, and educational institutions are widely available.

Social Work Program

Meredith's program in social work is fully accredited by the Council on Social Work Education. The primary objective of the Social Work Program at Meredith College is to prepare students to enter social work or other related helping professions at the beginning professional level of competence. Since at the undergraduate level this can best be done within the framework of a broad liberal arts curriculum, the Social Work Program is integrated with the area distribution requirements for graduation at Meredith.

A student who wishes to enroll in the Social Work Program should take Social Work 240, Social Work as a Profession, in the sophomore year. If the student is advised to continue in the program by the instructor, she will then declare a major in social work and be assigned a major adviser who will work with her in planning a course of study which is consonant with the major requirements and her own career goals. Upon graduation, she will be awarded the Bachelor of Arts degree with a major in social work.

For specific requirements see page 114-115.

School Social Work

The Meredith Social Work Program is approved by the North Carolina State Department of Public Instruction for certification in school social work. All requirements for the social work major must be met plus specified courses in education: Educational Psychology (Education 230) and either Foundations of American Education (Education 335) or Philosophy of Education (Education 336). All of the social work field experience must be completed in a child serving agency.

Teacher Education

Meredith College offers state-approved, competency based teacher education programs leading to the following Class A certificates: early childhood elementary education (K-3), intermediate elementary education (4-9, see pages 59 and 60 for concentrations), secondary subjects (junior and senior high), reading education (K-12, see pages 60 and 61 for information), and music and art (K-12; see page 61). All programs listed herein are designated primarily to prepare students who plan to teach in the public schools of North Carolina. Students who complete this program are legally qualified for certification in other states which are parties to the Interstate Certification Compact.

Admission to Teacher Education is open to all Meredith students who meet the standards established by the Meredith College Teacher Education Committee. The following represent the procedures and considerations involved:

A. A student who plans to enter the program indicates the same to her faculty adviser normally by the end of her sophomore year and no later than one full semester prior to the semester in which she does student teaching.

B. Students who plan to teach on the secondary level should select majors in the academic fields which are taught in the junior and senior high schools.

C. After declaring her major in the Office of the Registrar, the student and her adviser prepare a program leading to graduation and certification.

D. The student next files with the Department of Education an "Application for Admission to Teacher Education." This application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.

E. All applications are reviewed by the Department of Education which makes the decision concerning admission to teacher education. Admission to teacher education takes into account:
   1. Meredith College work completed;
   2. An overall grade point average of 2.0 (C) or above;
   3. The planned program leading to certification;
   4. Recommendations from the student's major adviser, a faculty member of the student's choice, and the student's freshman or sophomore adviser. (Transfer students may choose a second faculty member.)

F. Notification of admission is by letter. Appeals pertaining to this decision are to be made in writing to the Teacher Education Committee.

G. Students with a baccalaureate degree from another institution seeking certification from Meredith must meet teacher competencies through a program approved by the Department of Education. They must take a minimum of 30 hours of course work at Meredith which may include additional courses in general education and will include specific teaching areas and professional education. Exceptions to these requirements will be determined on an individual basis by the Department of Education.

The following structured programs are planned to insure competence in teaching. Most students will satisfy the competencies which are defined by the State Department of Public Instruction by following the prescribed program. Individual needs may be accommodated by special arrangements with the Department of Education and the major adviser.

Requirements for All Certificates

All college requirements for graduation must be met by each student seeking certification. Courses taken to meet college graduation requirements are also applicable to specific requirements in all teacher education programs.

Students completing a teacher education program must also complete a major in another discipline (see page 55).

Elementary Teacher Education Programs

(Early Childhood and Intermediate Education)

Students who expect to secure North Carolina Class A certificates to teach at the elementary level (early childhood and intermediate) must meet the requirements for minimum semester hours listed below.

Early Childhood

Language arts		9
English composition and grammar		
English literature		
American literature		
Social studies		12
History (101, 102, 214, or 224)		
Sociology 335 (Soc. 230 or 260 strongly recommended as prerequisites)		
Two fields selected from the following: anthropology, economics, history, cultural geography, politics, sociology		
Psychology		3
Developmental Psychology, Psy. 204 (Prerequisite: Edu. 234 or Psy. 100)		
Natural Science		6
Mathematics		3
Mathematics 100		
Cultural arts		4
Art in the Elementary School, Art 744	2	
Music in the Elementary School, Music 744	2	
Health and physical education		4
Health Education in the Elementary School, HED 744	2	
Physical Education in the Elementary School, PED 744	2	
Education		27
Educational Psychology, Edu. 234	3	
Foundations of American Education, Edu. 335 or Philosophy of Education, Edu. 336	3	
Communication Skills in the Elementary School, Edu. 344	3	
Perspectives in Early Childhood Education, Edu. 348	3	
Literature in the Elementary School, Edu. 455	(Block) 2	
Mathematics in the Elementary School, Edu. 456	(Block) 2	
Science in the Elementary School, Edu. 457	(Block) 2	
Social Studies in the Elementary School, Edu. 458	(Block) 2	
Seminar in Education, Edu. 440	(Block) 1	
Student Teaching, Edu. 439	(Block) 6	

Concentrations

The State Department of Public Instruction has a specific guideline for prospective intermediate teachers requiring concentration of 18 hours in a subject area taught in the intermediate grades. The six concentrations available in Meredith's approved program are:

Language arts (must include "Advanced Grammar and Composition")	18
Social studies	18
Mathematics	18
Science	18
Art	18
Music	18

Reading Certification (K-12)

Students who wish to add reading certification to their existing or proposed initial certification must meet the requirements listed below.

Prerequisites

Communication Skills in the Elementary School, Edu. 344		3
Literature in the Elementary School, Edu. 455	(Block)	2

Additional requirements

Survey of Reading, Edu. 470		2
Reading in the Content Areas, Edu. 471	(Block)	3
Diagnoisis of Reading Ability, Edu. 472		2
Remedial Reading Instruction, Edu 473		2
Reading Practicum, Edu. 474		3

Secondary Subjects (7-12); Art and Music (K-12)

Students who expect to secure North Carolina Class A certificates to teach secondary subject areas must meet the minimum requirements listed below.

Major courses, related subjects, and electives are counted toward certification.

A. Secondary subjects 7-12

1. All college requirements for graduation. Must include history and mathematics (see details on pages 54 and 55).
2. Minimum semester hours in teaching fields for grades 7-12

Business education	36
English	36
French	30
Home economics (including certain sciences and related courses)	48
Latin	30
Mathematics	30
Science	48
Social studies (anthropology, economics, cultural geography, history, politics, sociology)	42
Spanish	30

3. Minimum semester hours in professional courses

Educational Psychology, Edu. 234		3
Foundations of American Education, Edu. 335, or Philosophy of Education Edu. 336		3
Methods Course, Edu. 764		3
Adolescent Behavior, Edu. 466	(Block)	3
The Secondary School, Edu. 467	(Block)	3
Reading in the Content Areas, Edu. 471	(Block)	1
Field Experiences: Secondary Edu. 438	(Block)	1
Student Teaching, Edu. 439	(Block)	6

B. Art and music (K-12)
  1. All college requirements for graduation. Must include history and mathematics (See details on pages 54 and 55).
  2. Minimum semester hours in teaching fields for grades K-12.

     Art 34-37 (See page 76 for art education program requirements.)

     Music 55-59 (See page 104 for music education program requirements.)

CONVOCATION

Convocations for the entire Meredith community are held at regular intervals throughout the year. As an intergral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural conversations. All students are expected to attend.

CONTINUING EDUCATION

The Continuing Education Program is designed for women 23 years of age or older who wish to resume study after an interruption in their formal education. A woman may re-enter the educational process either through degree credit or enrichment courses.

Degree Credit

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 15) or through special admission as a re-entry student (see pages 18 and 21).

An adviser is available for the initial advising of a returning student should she choose to enter Meredith through the re-entry student option. Upon admission to the degree program, she will be assigned a regular academic adviser while the Office of Continuing Education continues to meet her special needs as well as the needs of those women choosing the regular admissions procedure.

Enrichment

Courses in the enrichment curriculum carry Continuing Education Units (CEU). One CEU is equivalent to 10 contact hours. CEU's do not carry academic credit and cannot be applied to degree credit at Meredith College, but they may be used for teacher certification renewal credit and are recognized by some agencies, institutions, and businesses for certification and advancement purposes. The courses are open to Meredith College students on the same basis that they are offered to the community at large. A variety of enrichment courses are offered in both daytime and evening hours and also in summer. Personal development seminars are offered in response to the needs of women as they cope with change in modern society. Brochures are available from the Office of Continuing Education.

Legal Assistants Program

Meredith offers a three-month summer program for the woman who already holds a baccalaureate degree in any major to prepare her for a career as a legal assistant (paralegal). This intensive program consists of a basic curriculum plus specialization in either civil litigation, real estate, or wills, trusts, and estates. Research skills, writing practice, and field trips are included. Upon successful completion of the course, the student will be awarded a certificate. Employment opportunities are available in lawyers' offices, government agencies, corporations, banks, and insurance companies. Application for accreditation by the American Bar Association is in process.

Cultural Resources Management Program

Meredith offers an individually tailored program for the woman who has completed at least two years of undergraduate work and who is interested in a career managing performing arts programs, art galleries and councils, museums, historic houses, or cultural societies. The program combines basic courses in the fine arts and humanities with management skills useful in non-profit organizations. Internships are arranged. Upon successful completion of the program, the student will be awarded a certificate.

INDIVIDUALIZED OPTIONS

Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 75.)

Cooperative Education

Cooperative education is an arrangement whereby Meredith cooperates with an outside business or agency to help a student directly explore a career as an integral part of her educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences. Participants receive pay and academic credit for the work experiences which are coordinated and supervised by the Office of Cooperative Education.

Cooperating Raleigh Colleges

Meredith, Peace, St. Augustine, and St. Mary's Colleges, North Carolina State University, and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are utilized for general enrichment, to strengthen particular majors, to enhance career training, and in certain situtations to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser, the chairman of the appropriate department, and the dean of the college. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

ROTC Opportunities through Cooperating Raleigh Colleges

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

Meredith Abroad

Students at Meredith have available to them several options for study in foreign countries. Foremost among these options is the college-wide Meredith Abroad Program. Each summer the College offers a course of study in a selected foreign country (currently Great Britain) whereby a student may earn 12 semester hours of credit at the same cost as a semester on campus. Regular members of the College faculty form the core of the teaching staff with occasional utilization of foreign teachers. Other options are available as follows: departmentally sponsored programs, summer study at Oxford University in cooperation with the University of North Carolina, individual participation in programs at other institutions, and individual travel as described in the special studies options on page 75.

Those students who wish to enroll in the full semester program that is conducted by Meredith should consult the coordinator of international studies. Other programs are arranged within departments. All programs are publicized on campus.

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

American University

Through an arrangement with American University in Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

Marymount College

Through an arrangement with Marymount College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice President for Student Development.

Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the chairman of the department involved, and the registrar.

Visitation Credit

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student. She may apply on a form available in the Office of the Registrar.

SUMMER STUDY

Meredith conducts a summer session consisting of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited insitituion makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures written approval of her adviser, the appropriate chairman, and the registrar for specific courses. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

ACADEMIC PLANNING AND ADVISING

Academic Advisers

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, *the student is finally responsible for her own program.* Special advisers are appointed to assist in pre-professional planning.

Course Load

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

The Freshman and Sophomore Years

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. The only specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the area distribution requirements (pages 54 and 55) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without the departmental chairman's permission.

Whenever a student is ready to declare her major she should discuss the matter with the chairman of the department concerned and make proper arrangements.

The Junior and Senior Years

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at pre-registration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar and, in rare cases, the dean of the college.

Graduation

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program.

Graduate Record Examination

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Services or at other established testing centers. Detailed information is available from academic advisers or in the Office of Career Services.

Changes in Class Schedule

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. (See pages 69-71, Grading System). No drops are permitted after the final meeting of the class. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially she will be treated as if she were still in the course and her grade recorded accordingly.

Repetition of Courses

A student may repeat a course in order to improve the grade. The student should register for the course the next time it is offered. If repeated at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

Class Attendance

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

CREDIT REGULATIONS

Advanced Placement Credit

Advanced placement and credit are available in several departments. Entering students see page 20. Students in residence should apply directly to the department concerned or to the dean of the college.

Auditing Courses

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith Education 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: Ed. 455, 456, 457, 458, Art 734, Music 720, 721, 722, and any methods courses numbered 764.

A senior transfer student from a regionally-accredited institution must complete at least 30 hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must attend Meredith for at least two years.

Students who have a bachelor's degree from another institution and wish to receive professional certification at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in the department in which she is a major. A student transferring with senior classification will be expected to take at Meredith at least nine hours in the department in which she is a major.

Transfer Credit

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical institute or business college should read the next section for information concerning the treatment of credit earned. A candidate from a non-accredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. In order to validate professional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from two-year colleges is 66 semester hours and from nursing schools, 35 semester hours.

Credits from Technical, Business, Bible, and Nursing Schools

For a student transferring to Meredith from a technical, business, Bible or nursing school, each course from that institution is evaluated individually. The items reviewed in considering the acceptance of the credit are the description

and content of the course, the student's performance on the course, and the accreditation of the institution.

Old Credit

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate departmental chairman.

Restricted Credit for Juniors and Seniors

Juniors may take as many as four semester courses numbered in the 100's. Seniors may take as many as two semester courses numbered in the 100's.

Credit in Music

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See page 108 for list of ensemble courses.)

Credit in Physical Education

Of the minimun 124 hours required for graduation, no more than eight hours may be physical education activity courses. When the physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

GRADING SYSTEM

Each course receives one official semester grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student or to another person designated by the student. Additional requests for reports will be processed as transcript requests.

Standard Grading

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

A	Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
B	Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
C	Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
D	Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
P	Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.

F	Failure which may not be made up by re-examination.
I	The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
N	An interim grade assigned when there is no report by the instructor.
Z	An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
WF	The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure.
WP	The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. *Withdrawal from class* with a WP mark is allowed throughout the regular class schedule. Students who wish to exercise this option must do so before the final meeting of the class. No withdrawals will be allowed after the examination schedule has begun.
W	The student withdrew from college for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.
Au	The student completed a satisfactory audit.

Pass-Fail Policies

Some courses are taught only for pass-fail grading. A student may register for these courses during a given semester in addition to the following pass-fail options.

Pass-Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics and natural sciences, health and physical education, and all courses taken in summer school or in institutions other than Meredith.

B. Physical education activity courses taken as a degree requirement are graded pass-fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass-fail in addition to other pass-fail options.

General Regulations

1. Course content and requirements will be the same for P-F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.

2. In computation of grade point averages an F on a P-F course will be computed as hours attempted; a P will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the P-F option for a course, she will designate the course that she so elects. No changes in such options will be allowed after the first five days of the semester in which schedule changes are normally allowed.
4. A student who changes her major to a department in which she has already taken P-F work may credit only one P-F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
5. Responsibility for compliance with all rules governing the P-F system rests with the student.

Quality Point Ratio

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

ACADEMIC RECOGNITION

Classification

Students are to be classified on the following basis:

Classification	Semester Hours Credit
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Raleigh Cooperating Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. A student must have been in residence at Meredith long enough to have earned a minimum of 57 semester hours in courses at Meredith and interinstitutional courses at other Cooperating Raleigh Colleges.

B. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
   1. Meredith credits -- all courses taken at Meredith.
   2. Total credits -- all courses taken at any institution, including Meredith.

C. Students whose average is at least 3.2 quality points per semester hour are graduated **cum laude;** those whose average is at least 3.6 quality points per semester hour are graduated **magna cum laude;** those whose average is at least 3.9 quality points per semester hour are graduated **summa cum laude.**

RECORDS

Registration

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

Transcripts

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. The $1.00 fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

RETENTION

To continue their enrollment at the college, all students are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio, with probationary status possible only for non-consecutive semesters, or being approved by a retention committee to continue enrollment.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:

Total Credit Hours Earned	*Meredith QPR*
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Should she fail to achieve this minimum she is placed on academic probation for the following semester. If, in that semester, she again fails to reach the minimum, her case will be reviewed by an academic retention committee composed usually of the dean of the college, the associate dean and registrar, the dean of students, the student's adviser, and professors who have taught her. This committee will decide whether the best interest of the student and the College requires suspension or retention. A student's adviser may refer her to an academic retention committee if her progress seems unsatisfactory even though she has met the minimum levels outlined above.

A student suspended for academic reasons may re-apply for admission after an absence of one semester. See pages 24 and 25 for a description of application procedures and the procedure used by the College in considering the request for re-admission.

OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.

Courses Of Study

- Lower level courses are numbered in the 100's and 200's; upper level courses 300's and 400's; educational method courses in academic disciplines, 700's; special courses, 900's.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The college does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

SPECIAL STUDIES

Special studies courses are available in all departments in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individualized course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the chairman of the department in which credit is given.
3. Each course must have the approval of the dean of the college.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered and enrollment is through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. One to four semester hours credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

INTERDISCIPLINARY STUDIES

Several departments intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

IDS 100 APPRECIATION OF FINE ARTS

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as elective in the humanities and fine arts. *Credit, three hours.*

WOMEN'S STUDIES

Various departments intermittently offer courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, etc. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making through the Office of Continuing Education.

CAREER STUDIES

CPS 101 CAREER PLANNING SEMINAR

Designed to aid students in exploring career fields and employment trends, in assessing personal interests, abilities, and strengths; and to develop decision-making skills for relating this information to career plans. The seminar may include speakers and films. Open to all students. Offered for pass-fail only. *Credit, one hour.*

COE 302 COOPERATIVE EDUCATION: EMPLOYMENT

Full-time employment related to student career goals for a summer or a semester. Prerequisites: CPS 101, 60 semester hours of college credit. Pass-fail grading only. *Credit, four hours.*

403 COOPERATIVE EDUCATION: EMPLOYMENT

Full-time employment for a summer or a semester. Prerequisite: COE 302. Pass/fail grading only. *Credit, four hours.*

ART

Assistant Professor Greene, *Chairman*; Associate Professor White, Assistant Professor Maron; Instructors Brown, Givvines, Greenberg, Reuer, and Short.

The department offers a major in art.

The student who studies art at Meredith learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through courses in art history. Wherever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students. Upon completion of the basic requirements listed below, the student may complete her 34 hour requirement for the major by electing courses which concentrate upon one of several of the areas offered in the art curriculum. Provision is made for those students who wish teacher certification in art as well as those who wish elementary certification. Through the Special Studies Program, a student may pursue certain projects of a career-oriented nature. Students planning to enter graduate school are urged to consult early with the chairman of the art department in order to gain maximum preparation from the undergraduate program at Meredith.

Requirements for a Major

Thirty-four hours in art as follows: Art History 120, 322, and three hours elective; Basic Studio 101, 102, and 103; six hours of upper level studio courses in two areas to be chosen from studio courses numbered 202 through 304; Senior Exhibition, one hour; art electives, nine hours.

Art Education Program

Art courses	34-37
Basic Drawing and Composition 101	3
Basic Color and Design 102	3
Basic Three-Dimensional Design 103	3
History	
Introduction to Art History 120	3
Modern Art 322	3
One three-hour elective	3
Painting 302	3
Printmaking 303	3
Ceramics 203 or Sculpture 204	3
Senior Exhibition 492	1
Art electives	6-9
Professional courses	16-22
Educational Psychology 234	3
Reading (Education 471)	1
Methods in the Teaching of Art, 734	3-6
Observation and Directed Teaching 439	6
Additional education courses determined by the student and her adviser	3-6
Total hours	50-59

Art History

120 INTRODUCTION TO ART HISTORY

A one semester lecture course designed to introduce students to great works of visual art of past and present civilizations, to be considered in historical sequence. Emphasis is placed on art of the Western world. As an aid to students in their full appreciation of art, attention is given to techniques and aesthetic principles. Required of art majors. *Credit, three hours.*

220 INTRODUCTION TO NON-WESTERN ART

A survey of the visual art forms produced by societies other than those within the Western tradition. Fall semester only. *Credit, three hours.*

320 ANCIENT AND MEDIEVAL ART

A comprehensive survey of art from pre-historic times through the early Christian periods. The civilizations of ancient Egypt, Mesopotamia, Greece, and Rome, and the early Christian civilization through the Romanesque and Gothic periods will be focal points for discussion. Prerequisite: Art 120 or permission. *Credit, three hours.*

321 RENAISSANCE AND BAROQUE ART

A comprehensive survey of architecture, sculpture, and painting from the early 14th through 18th centuries. Special emphasis will be given to the Italian Renaissance and the art of northern Europe. Prerequisite: Art 120 or permission. *Credit, three hours.*

322 MODERN ART

A comprehensive survey of architecture, sculpture, and painting from the mid-18th century to the present day. Special emphasis will be given to the study of major movements in modern painting, including Classicism, Romanticism, Impressionism, Expressionism and Cubism. Contemporary art will be viewed through lectures and current exhibitions. Required of art majors. Prerequisite: Art 120 or permission. *Credit, three hours.*

Studio

101 BASIC DRAWING AND COMPOSITION

A study of drawing fundamentals and relationships within the pictorial composition. Work in this course is primarily in black and white. Required of art majors. Six studio hours a week. *Credit, three hours.*

102 BASIC COLOR AND DESIGN

Detailed analysis of the elements and principles of design with emphasis on problems involving color. Work in this course will be primarily two-dimensional. Required of art majors. Six studio hours a week. *Credit, three hours.*

103 BASIC THREE-DIMENSIONAL DESIGN

Detailed analysis of the elements and principles of design as used in three-dimensional form. Required of art majors. Six studio hours a week. *Credit, three hours.*

201 BEGINNING STUDIO FOR NON-MAJORS

A course in the fundamentals of art for students other than art majors. Consideration of the elements and principles of design and their application in problems involving various art media. Six studio hours a week. *Credit, three hours.*

202 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting, and composition; darkroom techniques for making photograms, contact prints, enlargements, and manipulated prints; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours a week. *Credit, three hours.*

The following studio courses offer instruction at several levels in the same section and may be taken on multiple occasions:

203 CERAMICS

Six studio hours a week. *Credit, three hours.*

204 SCULPTURE

Prerequisite: Art 103 or permission. Six studio hours a week. *Credit, three hours.*

301 DRAWING

Prerequisite: Art 101 or permission. Six studio hours a week. *Credit, three hours.*

302 PAINTING

Prerequisites: Art 101 and Art 102 or permission. Six studio hours a week. *Credit, three hours.*

303 PRINTMAKING

Prerequisites: Art 101 and Art 102 or permission. Six studio hours a week. Fall emphasis: Intaglio and relief processes. Spring emphasis: Lithographic and stencil processes. *Credit, three hours.*

304 ADVANCED PHOTOGRAPHY

Prerequisite: Art 202 or permission. Six studio hours a week. *Credit, three hours.*

Commerical Art

305 GRAPHIC DESIGN

This course recognizes the application of the elements and principles of visual art in the workaday world. Emphasis on creative solutions to design problems relating to commerce, industry, and the larger environment. Opportunity for tailor-made projects through which the student may further her career objectives. Prerequisite: Art 101, 102, and 103. Six studio hours a week. *Credit, three hours.*

346 INTERIOR DESIGN

See Home Economics 346, page 99. *Credit, three hours.*

447 ADVANCED COMMERCIAL DESIGN
See Home Economics 447, page 100. *Credit, three hours.*

448 ADVANCED RESIDENTIAL DESIGN
See Home Economics 448, page 100. *Credit, three hours.*

Art Education

744 ART IN THE ELEMENTARY SCHOOL
Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student presentations. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is discussed. May not be counted toward general education requirements. Prerequisite: IDS 100. *Credit, two hours.*

734 METHODS IN THE TEACHING OF ART
(for art majors)
A study of the development of art education in American schools and the relationship between creative behavior and child growth and development. Methods for fostering creative growth through the visual arts are developed through research and practicum situations. Organization and management of art programs at all levels are studied in detail. Prerequisite: 12 hours in art. One lecture and four studio hours per week. May not be counted toward a major or toward general education requirements. *Credit, three hours.*

Seminar and Senior Exhibition

491 SEMINAR
A study and review group meeting with the faculty to consider crucial issues in the field of art. Open to all students who have had at least six hours in art history. *Credit, three hours.*

492 SENIOR EXHIBITION
Preparation and presentation of the exhibition required of senior art majors. All art majors should register for this course in the last semester of their senior year. *Credit, one hour.*

BIOLOGY AND HEALTH SCIENCES

Professor Bunn, *Chairman;* Assistant Professors Kepler, Reid; and Instructor Grimes.

The Department of Biology and Health Sciences meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular emphasis which relates the field to the physical sciences, home economics, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

A Bachelor of Science degree in biology and a Bachelor of Arts degree in biology and health sciences provide training for academic and industrial research, teaching, and medical technology. A biology major provides all needed prerequisites for post-graduate studies in the various areas of medical technology, medicine, dentistry, veterinary medicine, public health administration, physical therapy, opthalmology; and graduate studies in all areas of the biological sciences.

Requirements for a Major

BACHELOR OF ARTS — Biology

Thirty semester hours in biology, including 101, 102, 141, 211, 222, 331, 334, 321, or 436 and corequisite laboratory courses. Other requirements include Chemistry 111, 112, and 221; and corequisite laboratory courses, and mathematics through at least one semester of calculus (Mathematics 211); SCI 764 does not count toward a major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

BACHELOR OF ARTS — Medical Technology

Twenty-four hours in biology, including 101, 102, 141, 222, 321, or 323, 331, and 334. Other requirements include mathematics through one semester of calculus, Chemistry 111, 112, 221, 222, or 336, and corequisite laboratory courses.

BACHELOR OF SCIENCE

Thirty-six semester hours in biology, including 101, 102, 141, 211, 222, 323, 331, 334, and 321 or 436 plus one approved biology elective and corequisite laboratory courses. Two hours of biology seminar or special studies in additon to the courses listed above. Thirty-three hours of related subjects as listed in the B.A. requirements above plus Physics 221 and 222, one additional upper level, three or four hour course in chemistry, and one additional advanced course in mathematics (245 or 212 recommended).

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include: biology at the celluar and subcellular levels, vertebrate physiology and anatomy with an emphasis on man, and biology of the flowering plants. Three lectures a week. *Credit, three hours.*

141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the principles considered in Biology 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Corequisite: Biology 101. *Credit, one hour.*

102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Corequisite: Biology 142. Three lectures a week. *Credit, three hours.*

142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in Biology 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics. Corequisite: Biology 102. Meets two hours a week. *Credit, one hour.*

211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditonal plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: Biology 101, 102. Corequisite BIO 241. Three lectures a week. *Credit, three hours.*

241 ADVANCED PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in Biology 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: Biology 211. Three laboratory or field trip hours a week. *Credit, one hour.*

222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studies as to life history, morphology, physiology, ecology, and economic importance. Prerequisite: Biology 101, 102; Corequisite: Biology 242. Two lectures a week. *Credit, two hours.*

242 INVERTEBRATE ZOOLOGY LABORATORY

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Field trips are a possibility and would involve the study and collection of animals in their natural habitat. Corequisite: Invertebrate Zoology 222. Six laboratory hours per week. *Credit, two hours.*

234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisite: Biology 101. Corequisite: Biology 244. Three lectures a week. *Credit, three hours.*

244 PRINCIPLES OF ECOLOGY LABORATORY

Laboratory studies of ecosystems to supplement lecture material presented in Biology 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: Biology 234. Three laboratory or field trip hours a week. *Credit, one hour.*

321 COMPARATIVE VERTEBRATE ANATOMY

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Prerequisite: Biology 101, 102; Biology 222 recommended. Corequisite Biology 345. Two lectures a week. *Credit, two hours.*

345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY

Study of the evolutionary history of the vertebrates and their relationship to the protochordates with emphasis being placed on the phylogenetic interrelationship of the organ-systems of various representative vertebrate groups. Corequisite: Comparative Vertebrate Anatomy 321. Six laboratory hours a week. *Credit, two hours.*

323 VERTEBRATE PHYSIOLOGY

A comprehensive study of the principal process involved in specialized cells, tissues and organ-systems including digestion, nutrition, blood and circulation, respiration, muscle and nerve coordination and integration. Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Prerequisites: Biology 101, 102; Chemistry 111, 112. Corequisite: Biology 343. Three lectures a week. *Credit, three hours.*

343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in digestion, blood analysis and circulation, respiration, excretion, and neuromuscular preparations. Especially adapted for students preparing to study medicine, nursing, dentistry, or to become medical technologists. Corequisite: Vertebrate Physiology 323. Three laboratory hours a week. *Credit, one hour.*

331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: Biology 101, 102, 141. Recommended, Mathematics 110 or equivalent. Corequisite for biology majors: Genetics laboratory (BIO 341). Three lectures per week. *Credit, three hours.*

341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, Biology 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: Mathematics 110 or equivalent. Corequisite: Genetics, Biology 331. Three hours laboratory per week. *Credit, one hour.*

334 MICROBIOLOGY

A general study of bacteria and viruses with emphasis on the application of the principles of bacteriology to clinical, industrial, and food science areas. Recommended for home economics majors. Prerequisites: Biology 101, 102, 141 and Chemistry 111, 112 or their equivalents. Corequisite: Biology 344. Three lectures a week. *Credit, three hours.*

344 MICROBIOLOGY LABORATORY

Laboratory includes culture and staining techniques as well as sterile techniques. Students isolate, characterize, and identify an organism from the environment, e.g. food, milk, soil, plants, or animals. Corequisite: Biology 334. Three laboratory hours per week. *Credit, one hour.*

421 EMBRYOLOGY

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: Biology 101 and 102. Corequisite: Biology 441. Three lectures a week. *Credit, three hours.*

441 EMBRYOLOGY LABORATORY

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material will be used whenever possible, and histological techniques will be used for preparation of individual slide sets. Three laboratory hours per week. *Credit, one hour.*

436 BIOCHEMISTRY

A study of the chemistry of biological systems involving metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: Chemistry through 221, and Biology 101. Also offered as Chemistry 436. *Credit, three hours.*

446 BIOCHEMISTRY LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles in Biochemistry (BIO. 436), e.g. gas, thin layer, paper, column chromatography; polarimetry; as well as standard chemical tests. Corequisite: Biology or Chemistry 436. Three laboratory hours per week. *Credit, one hour.*

499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only. *Credit, one hour.*

SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. *Credit, three hours.*

Under a plan of interinstitutional cooperation, there are available at North Carolina State University additional courses in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors.

Students who wish advanced study or research in biology should consult with the department chairman and arrange for it through the special studies options listed on page 75.

BUSINESS AND ECONOMICS

Professor Frazier, *Chairman*; Assistant Professors Bledsoe, Johnson, and Simmons; Instructors Behrman, Culbertson, Huggard, Sasnett, Scott, Shaey, Wessels, Wyrick, and Zipin.

The department offers a B.S. degree in business administration with concentrations in management, office administration, and economics, and a B.A. degree in economics.

Requirements for B.S. Degree in Business Administration

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentrations.

The core consists of the following courses: Economics 210, 211; Business 330, 331, 346, 366, 490; and Mathematics 245 (or equivalent).

The management concentration provides a student the opportunity to strengthen her leadership and decision-making qualities and to qualify for initial positions at an appropriate level of management or as a management trainee. The student who chooses this concentration must take Business 432 and 499 and 18 additional hours chosen from: Business 110, 384, 433, 446, 448, 454, 466, 468, 492, 494; Economics 364, 455; and other approved business or economics courses.

The office administration concentration enables a student to qualify for a teaching certificate in business or to enter business as an administrative secretary or assistant in areas where office skills, procedures, and systems are desirable. The student who chooses this concentration must take at least 24 hours above the core including Business 220 (or equivalent), 221, 320, 321, 344, 384, 422, and approved electives in business and economics.

The economics concentration affords a student the opportunity to develop her interest in economic theory and its application and to prepare for a position in a specialized business, financial institution, or governmental agency or for admission to graduate school. A student who chooses this concentration must take Economics 310, 311, and 499 and 15 additional hours chosen from Economics 324, 364, 434, 435, 455, 456, 492, Business 494, and approved economics courses.

A student who seeks a North Carolina teacher's certificate must meet requirements specified in the approved teacher education program. The student qualifying for the comprehensive business certificate will normally select the office administration concentration, and the student who wishes the basic business certificate will select the management concentration.

Students in the office administration concentration must present evidence of having completed 40 hours of approved work experience. All other students are encouraged to acquire work experience related to their interests and concentrations.

Requirements for B.A. Degree in Economics

Twenty-four hours in economics, including 210, 211, 310, and 311. Majors are urged to take Mathematics 211.

Accounting

PRINCIPLES OF ACCOUNTING

Study of basic accounting principles, accounting cycle; and preparation and interpretation of financial statements. *Credit, three hours.*

PRINCIPLES OF ACCOUNTING

Application of accounting principles to partnerships and corporations, income tax, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: Business 330. *Credit, three hours.*

432 MANAGERIAL ACCOUNTING

Analysis of financial data for managerial decision-making; interpretation of accounting data for planning and controlling business activites. Prerequisites: Business 330 and 331. *Credit, three hours.*

433 COST ACCOUNTING

The analysis of cost factors and their relationships with production, emphasizing cost procedures and information systems; internal control budgeting. Prerequisite: Business 432. *Credit, three hours.*

Business Administration

110 FUNDAMENTALS OF BUSINESS

Introduction to business, including objectives, functions, principles, and services of business; the place of business in society; trends in business. Not open to senior majors. *Credit, three hours.*

366 PRINCIPLES OF MARKETING

Principles and methods associated with the movement of goods and services from the producer to the consumer; marketing functions and institutions. *Credit, three hours.*

384 BUSINESS COMMUNICATION AND REPORTS

Analysis and composition of adjustment, credit, collection, employment, sales, and goodwill letters; preparation and presentation of oral and written business reports. Prerequisite: Business 220 or special permission from the instructor. *Credit, three hours.*

454 BUSINESS LAW

Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society. *Credit, three hours.*

466 SALES MANAGEMENT

An analysis of the selling practices of business firms; sales force management, the selling process, sales forecasting, sales potential, and sales quota. Prerequisite: Business 366 and 346. *Credit, three hours.*

468 MARKETING MANAGEMENT AND PLANNING

The management and planning required in the development of marketing plans for product and service-oriented organizations. It will involve the disciplined analysis of the needs, wants, perceptions, and preferences of target markets as the basis for setting objectives and developing the plans to accomplish them. Prerequisite: Business 346 and 366. *Credit, three hours.*

490 CORPORATION FINANCE

Financial analysis, working capital management, cost of capital, profitability and risk, short- and intermediate-term financing, long-term financing; external growth; and problems in financing. Prerequisite: Business 331. *Credit, three hours.*

494 DECISION ANALYSIS

An examination and application of data-gathering, analysis methods, and decision-making techniques with emphasis on primary and secondary data sources; series; parametric statistical analysis; decisions under risk and uncertainty; cost-benefit analysis; and simulation models. Prerequisites: Mathematics 245 and Business 346. *Credit, three hours.*

Management

346 PRINCIPLES OF MANAGEMENT

Introduction to management with emphasis on objectives, principles, and managerial decision-making; analysis of basic functions of planning, organizing, motivating, and controlling; personnel policies. *Credit, three hours.*

384 BUSINESS COMMUNICATION AND REPORTS

Analysis and composition of adjustment, credit, collection, employment, sales, and goodwill letters; preparation and presentation of oral and written business reports. Prerequisite: Business 220 or special permission from the instructor. *Credit, three hours.*

446 PERSONNEL MANAGEMENT

The principles, practices, and underlying theories of personnel management in relation to employee selection, training, motivation, and remuneration, interpersonal and group relationships; manpower planning. Prerequisite: Business 346. *Credit, three hours.*

448 ORGANIZATIONAL BEHAVIOR

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include: individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisite: junior standing; Business 346; and Psychology 100 or Sociology 230. *Credit, three hours.*

492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

For description, see Economics 492.

499 BUSINESS POLICY

In-depth study of managerial policy formulation, strategies, and problems, including the influence of economic, social, and governmental factors. Prerequisite: Classification as senior major in business administration (or economics). Required for management and economics concentrations. Also listed as Economics 499. *Credit, three hours.*

Office Administration

220, 221 TYPEWRITING

Development of typewriting skills; application of skill and knowledge to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for Business 221: Business 220 or a test demonstrating acceptable speed, control, and production levels. *Credit, six hours.*

320, 321 ELEMENTARY SHORTHAND

Principles of Gregg Shorthand, development of skill to take dictation at 80 words a minute on new material and produce acceptable transcripts. Prerequisite or corequisite: Business 220 and 221. Prerequisite for Business 321: Business 320 or equivalent. *Credit, six hours.*

344 OFFICE PROCEDURES AND MANAGEMENT

Selection and effective use of office equipment and supplies; development of working knowledge of transcribing machines, duplicating machines, and calculators, filing and records management. Prerequisite: Business 221 or equivalent. *Credit, three hours.*

422 ADVANCED SHORTHAND

Review of shorthand theory; further development of dictation and transcription skills; special attention to mailable transcripts and production competency. Prerequisite: Business 221, Business 321 or equivalent. *Credit, three hours.*

Miscellaneous

764 THE TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of the philosophy and the objectives of business education and the importance of planning and evaluating. May not be counted toward a major. *Credit, three hours.*

934 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Planned conferences and programs for integrating experience with theory from courses taken in major. Limited to senior majors (advanced juniors by special permission). Pass/Fail grading only. *Credit, three hours.*

Economics

210 PRINCIPLES OF ECONOMICS

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit, three hours.*

211 PRINCIPLES OF ECONOMICS

A continuation of Economics 210, with microeconomic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Prerequisite: Economics 210. *Credit, three hours.*

310 AGGREGATE ECONOMIC ANALYSIS

Intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payments equilibrium. Prerequisite: Economics 210. *Credit, three hours.*

311 PRICE THEORY

A study of resource allocation, consumer utility maximization, price elasticity, resource demand, and profit maximization under different market structures. Prerequisite: Economics 210 and 211. *Credit, three hours.*

324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisite: Economics 210. *Credit, three hours.*

364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis upon labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisite: Economics 210 and 211. *Credit, three hours.*

374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protection for the consumer; consumer credit institutions; insurance, investments; and management of personal and family finances. Also listed as Home Economics 374. *Credit, three hours.*

434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of the multinational corporations and common markets. Prerequisite: Economics 210 and 211. *Credit, three hours.*

435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, communism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economics of the United States, U.S.S.R., Great Britain, India, and the Common Market countries. Prerequisite: Economics 210. *Credit, three hours.*

455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisite: Economics 210 and 211. *Credit, three hours.*

456 PUBLIC FINANCE

Principles of taxation and the budgetary expenditure process; the role of government in allocation of resources, stabilization of the economy and income redistribution; debt management. Prerequisite: Economics 210. *Credit, three hours.*

492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

Portfolio management theory and practice; technical analysis; cyclical analysis and forecasting; functions of securities' markets; security evaluation of stocks, bonds, money market instruments, options, futures, investment trusts, real estate, and tangible speculative investments; methods for optimizing the goals of individual and corporate investors. Prerequisite: Business 490; Math 245. *Credit, three hours.*

499 BUSINESS POLICY

For description, see Business 499. *Credit, three hours.*

Additonal courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

CHEMISTRY AND PHYSICAL SCIENCE

Associate Professor Shiflett, *Chairman;* Professor Bunn; Assistant Professors Birkin, Kepler, and Lewis.

The department offers a major in chemistry (B.A. or B.S.).

The chemistry department seeks to prepare students for a variety of goals in life. A major in chemistry provides a student with a well-rounded education, as well as preparing her specifically for graduate or professional school, a career in industrial chemistry or teaching.

Examples of graduate and professional opportunities are medical, dental, and veterinary schools; medical technology programs; graduate schools in chemistry, biochemistry, textile chemistry, wood and paper chemistry; and a great number of health-related fields. A student should obtain additional information from the department concerning exact course requirements for specific schools.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: Chemistry 111, 112, 221, 222, and 350.

Requirements for a Major

BACHELOR OF ARTS

Thirty semester hours in chemistry, including 111, 112, 221, 222, 350, and 499 (with corequisite labs); Physics 211, 212; Mathematics 211, 212 (another mathematics course may be substituted for 212 with approval of the chemistry department).

BACHELOR OF SCIENCE

Thirty-six hours in chemistry, including 111, 112, 221, 222, 350, 420, 430, 440, 499 (with corequisite labs); Physics 211, 212; Biology 101; Mathematics 211 212, 220, 354 (another mathematics course may be substituted for 354 with approval of the chemistry department). Computer Science 201 is strongly recommeded. German 100, 101 is recommended to fulfill the foreign language requirement.

Chemistry

111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours a week. Corequisite: Chemistry 141. *Credit, three hours.*

141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in Chemistry 111. Three laboratory hours a week. Corequisite: Chemistry 111. *Credit, one hour.*

112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours a week. Prerequisite: Chemistry 111, 141. Corequisite: Chemistry 142. *Credit, three hours.*

142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in Chemistry 112 and including qualitative and quantitative analysis.Three laboratory hours a week. Corequisite: Chemistry 112. *Credit. one hour.*

221 ORGANIC CHEMISTRY I

Fundamental principles, reactions, and mechanisms of organic chemistry. Three class hours per week. Prerequisite: Chemistry 112, 142. Corequisite: Chemistry 241. *Credit, three hours.*

241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours a week. Corequisite: Chemistry 221. *Credit, one hour.*

222 ORGANIC CHEMISTRY II

A continuation of Chemistry 221, emphasizing mechanisms, reactions, and physical methods of organic chemistry. Three class hours a week. Prerequisite: Chemistry 221, 241. Corequisite: Chemistry 242. *Credit, three hours.*

242 ORGANIC CHEMISTRY LABORATORY II

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds, using chemical tests and instrumental analysis. Three laboratory hours a week. Corequisite: Chemistry 222. *Credit, one hour.*

350 QUANTITATIVE ANALYTICAL CHEMISTRY

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, and electroanalytic methods. Prerequisite: Chemistry 112. Three class hours and three laboratory hours a week. *Credit, four hours.*

420 CHEMICAL THERMODYNAMICS AND KINETICS

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures a week. Prerequisites: Chemistry 112, Physics 212, and Mathematics 211. *Credit, three hours.*

430 ATOMIC AND MOLECULAR STRUCTURE

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures a week. Prerequisites: Chemistry 112, Physics 212, and Mathematics 211. *Credit, three hours.*

440 EXPERIMENTAL PHYSICAL CHEMISTRY

Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours a week. Prerequisite: Chemistry 420 or 430 or concurrent registration. *Credit, one hour.*

436 BIOCHEMISTRY

See Biology 436, page 80. *Credit, three hours.*

446 BIOCHEMISTRY LABORATORY

See Biology 446, page 80. *Credit, one hour.*

474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry. Three class hours a week. Prerequisite: Chemistry 112, 142. *Credit, three hours.*

499 SEMINAR

May be taken for credit more than one semester. Offered for pass-fail grading only. *Credit, one to three hours.*

Physics

204 PRINCIPLES OF PHYSICS

A non-mathematical treatment of the fundamental principles of physics, with emphasis on their relevant applications. *Credit, three hours.*

211 GENERAL PHYSICS I

A study of mechanics, thermodynamics, and waves. Three lectures a week. Prerequisite: Mathematics 211. Corequisite: Physics 241. *Credit, three hours.*

241 GENERAL PHYSICS LABORATORY I

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours a week. Corequisite: Physics 211. *Credit, one hour.*

212 GENERAL PHYSICS II

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: Physics 211. Corequisite: Physics 242. *Credit, three hours.*

242 GENERAL PHYSICS LABORATORY II

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours a week. Corequisite: Physics 212. Credit, one hour.

Geography

Geography 204 carries credit toward the area requirement in the natural sciences. Geography 205, 236 and 368 may be used for credit toward the area requirement in the social sciences.

204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of man's physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Offered both semesters. Three class hours and one three-hour laboratory period a week. *Credit, four hours.*

205 WORLD REGIONAL GEOGRAPHY

A systematic survey of the major world regions with regard to culture, natural resources, economics, and political ties, and their future position in world trade. Prerequisite: Geography 204 or special permission of the departments concerned. *Credit, three hours.*

236 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever growing problem of preservation for future generations. *Credit, three hours.*

368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours.*

SCI 764 THE TEACHING OF SCIENCE

See page 80. May not be counted toward a major. *Credit, three hours.*

A student interested in a joint degree program in chemical engineering with North Carolina State University should contact an adviser within the chemistry department during her freshman year.

Students who wish advanced study and research in chemistry and physics should consult with the department chairman and arrange for it through the special studies options listed on page 75.

EDUCATION

Professor Todd, *Chairman*, Professor Murray; Assistant Professors Allred and Johnson.

Teacher Education

A student may choose teacher certification as a second area of concentration. A major subject in the liberal arts must be selected from the list on page 55. Programs are available for certification as a teacher on the secondary level (grades 7-12); on the intermediate level (grades 4-9); in early childhood (kindergarten-grade 3). See pages 54-61 for details of major subject selection and teacher education procedures.

Education Courses

Educational Psychology (Education 234), is recommended as the first course in the professional sequence.

234 EDUCATIONAL PSYCHOLOGY

A study of the psychological principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. *Credit, three hours.*

335 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural foundations perspective including an understanding of the American education goal. Consideration is given to educational organization, finance, adminstration, and curricula, as well as current issues facing American schools. *Credit, three hours.*

336 PHILOSOPHY OF EDUCATION

A study of the philosophical issues which bear upon education. A comparative treatment of the conflicting beliefs about reality, knowledge, and value is made in terms of idealism, realism, scholasticism, experimentalism, and existentialism. Linguistic analysis and social philosophies in education are also examined. *Credit, three hours.*

344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

A study of the interrelated processes of listening, speaking, reading, and writing with particular emphasis upon the major aspects of reading instruction. Included in the course is an intensive study of the major word attack skills. The relationship of phonology to orthography is explored, and strategies for teaching interrelated phonics and structural analysis skills are developed.

The particular needs of the early childhood and intermediate teacher will be considered. *Credit, three hours.*

348 PERSPECTIVES IN EARLY CHILDHOOD EDUCATION

A review of the historical, philosophical, and psychological foundations of early childhood education. Emphasis will also be given to the development of concepts in young children. *Credit, three hours.*

349 TEACHING IN ELEMENTARY AND MIDDLE SCHOOLS

A study of the structure and function of elementary and middle schools with emphasis on the role of the teacher. Consideration is given to curriculum, planning and evaluation, instructional materials and resources, teacher-parent relationships, records, and reports. Fall semester only. *Credit, three hours.*

438 FIELD EXPERIENCES: SECONDARY

This course focuses on field experiences for secondary teacher education students. A minimum of 30 hours in a secondary school setting will be required and will not include educational psychology field requirements. May be taken twice. Block course. Pass-fail. *Credit, one hour.*

439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience in a school setting. Student teaching is on the block. Weekly seminars are arranged. Fee, $60. Block course. Pass-fail grading only. *Credit, six hours.*

Student Teaching Requirements

The following requirements must be met before a student is permitted to register for student teaching.

A. An overall grade point average of 2.00 or above to have been achieved by the end of the term prior to student teaching.

B. Observation and participation in the public schools and/or with children and youth in other situations.

C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness.

D. Current enrollment in or satisfactory completion of all required methods courses.

E. The required physical exam for public school teachers.

F. Filing of an application for student teaching placement with the Department of Education.

440 SEMINAR IN EDUCATION
(Early Childhood and Intermediate)

A study of the current issues having a direct influence upon educational practice and research. This is taken concurrently with Education 439. Block course. Pass-fail grading only. *Credit, one hour.*

455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of mathematics in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of science in the elementary school with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

466 ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and problems of adolescents, with consideration of the psychological basis of adolescent behavior, including measurement procedures and research results. Block course. *Credit, three hours.*

467 THE SECONDARY SCHOOL

The historical development, including place and function of secondary education in our democracy; the organization and administration of the high school curriculum, methods of planning and teaching, qualifications of the high school teacher, student guidance, records, and reports. Block course. *Credit, three hours.*

470 SURVEY OF READING

A study of the methods, materials, and basic research in developmental reading. Emphasis is given to identifying, selecting, and evaluating reading methodologies, programs, and materials. *Credit, two hours.*

471 READING IN THE CONTENT AREAS

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit for secondary students. Grade and three hours credit for reading certification students.

472 DIAGNOSIS OF READING ABILITY

A study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic techniques. Emphasis is given to determining students' interests and readiness for reading and to measuring mastery of basic reading skills. *Credit, two hours.*

473 REMEDIAL READING INSTRUCTION

A study of the various ways of meeting the needs of individuals and groups by prescribing reading programs based upon diagnosis of needs and knowledge of methods and materials. Emphasis is given to developing study guides, modifying text material, and locating supplementary materials. *Credit, two hours.*

474 READING PRACTICUM

Designed to provide tutoring experiences which interrelate reading and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading instructional programs for students including continuous diagnosis, selection and use of materials, and developing reading record-keeping procedures. *Credit, three hours.*

Methods Courses

Methods courses are offered for those enrolling in elementary (early childhood and intermediate) education. Students seeking certification at the secondary level must take the methods course appropriate to the teaching field. In these courses students are introduced to aims, objectives, materials, and techniques of the teaching fields and levels of the approved teacher education programs.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

734 Methods in the Teaching of Art. *Credit, three hours.*

744 Art in the Elementary School. *Credit, two hours.*

764 The Teaching of Science. *Credit, three hours.*

764 The Teaching of Business. *Credit, three hours.*

764 The Teaching of Foreign Language. *Credit, three hours.*

744 Health Education in the Elementary School. *Credit, two hours.*

744 Physical Education in the Elementary School. *Credit, two hours.*

764 The Teaching of Social Studies. *Credit, three hours.*

764 Methods of Teaching Home Economics. *Credit, three hours.*

764 Methods of Teaching Secondary Mathematics. *Credit, three hours.*

720 Materials and Methods for Teaching Music in Grades K-3. *Credit, two hours.*

721 Materials and Methods for Teaching Music in Grades 4-6. *Credit, two hours.*

722 Materials and Methods for Teaching Music in Grades 7-12. *Credit, two hours.*

744 Music in the Elementary School. *Credit, two hours.*

ENGLISH

Assistant Professor Brewer, *Chairman;* Professors Knight and Rose; Associate Professor Gilbert; Assistant Professors English, Steinmetz, Samson, and Taylor; Instructor Bratcher.

Certain clearly defined aims have determined both the individual course offerings and emphases and the program for majors in the Department of English. In brief, these may be defined as appreciation of human values; skills in expression, both oral and written, including increased ability to think logically and independently, as well as to express those thoughts clearly and effectively; and aesthetic appreciation and enjoyment of great literature which preserves our cultural heritage. It is the hope of the department that courses in both language and literature, committed to such ends, will foster in the student a continuing interest in self-cultivation in these powers of thought, expression, and appreciation.

The study of English as a major may prepare a student for graduate study in this or related fields or for careers in such areas as the following: teaching and school administration; journalism and editorial work; personnel work and counseling; positions in business and research, libraries, museums, churches; free-lance media writing. A major in English is also highly recommended as pre-professional training for both law and medicine.

Requirements for a Major

Thirty hours in English, including 111, 201, 374 or equivalent, and a seminar. Twelve hours must be selected from 351, 352, 355, 356, 357, 498, and at least six additional hours from courses numbered above the 200's.

No credit in English is given for 764. English 202 is strongly recommended for the English major.

Prerequisites

English 111 is a prerequisite for all other courses in English; English 201 is a prerequisite for all other literature courses in the department.

111 PRINCIPLES OF WRITING
A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers. *Credit, three hours.*

112 EXPOSITORY WRITING
A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: English 111 or its equivalent. *Credit, three hours.*

201 MAJOR BRITISH WRITERS

A study of major British writers designed to foster appreciation and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue emphasis on composition. Authors studied: Chaucer, Shakespeare, Milton, Swift, Boswell, Wordsworth, Browning, and some 20th century writer. *Credit, three hours.*

202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to English 201. *Credit, three hours.*

206 MAJOR AMERICAN WRITERS

A study of selected major American writers from the colonial period to the present including many genre, poetry, fiction, drama, essay, history, and biography. *Credit, three hours.*

[208 WORLD MASTERPIECES IN TRANSLATION]

Credit, three hours.

235 CREATIVE WRITING

Credit, three hours.

351 OLD ENGLISH

A study of Old English language with readings of selected prose and poetry in Old English. *Credit, three hours.*

352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of the history of the English language and supplementary reading in background material. Prerequisite: English 351. *Credit, three hours.*

335, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. *Credit, three or six hours.*

357 MILTON SEMINAR

Poetry and selected prose. *Credit, three hours.*

358 ADVANCED GRAMMAR AND COMPOSITION

Intensive study of traditional grammar; introduction to linguistics and transformational grammar; study and writing of expository prose. *Credit, three hours.*

359 AMERICAN LITERATURE SEMINAR

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: English 206 or equivalent. Offered spring semester only. *Credit, three hours.*

364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY

A study of 20th century English and American poets and their works, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. Offered spring semester in even years. *Credit, three hours.*

365 ENGLISH POETRY OF THE ROMANTIC PERIOD

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. *Credit, three hours.*

[367 ENGLISH POETRY OF THE VICTORIAN PERIOD]

A study of the poetry of Browning and Tennyson, with selections from other poets of the Victorian period. To alternate with ENG. 365. *Credit, three hours.*

368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. *Credit, three hours.*

370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY

A study of the 20th century English and American writers of prose, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing. Offered spring semester in odd years. *Credit, three hours.*

374 TECHNIQUES OF LITERARY RESEARCH

A directed individual study, including a survey of library resources and research techniques and culminating in a short research paper. Open only to English majors. *Credit, one hour.*

498 SENIOR SEMINAR

Representative epics, dramas, and novels of Continental literature studied in relation to English literature. Open only to majors in English. *Credit, three hours.*

764 THE TEACHING OF ENGLISH

A study of different methods of teaching the content and skills included in a secondary English curriculum. *Credit, three hours.*

Students who wish advanced study and research in literature should consult with the departmental chairman and arrange for it through the special studies options listed on page 75 . Students may elect courses through the Cooperating Raleigh Colleges.

FOREIGN LANGUAGES

Associate Professor Kurtz, *Chairman;* Associate Professor Ledford; Assistant Professors Holt and Pitts; Instructors Reiss, Short, Thomas, and Winz.

The Department of Foreign Languages offers a major and a minor in French and Spanish, two years of Latin with some advanced work for those who need it, and two years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization and literature.

Requirements for a Major

Thirty hours in foreign languages above 101, 102, including 364 and 365. Majors in French and Spanish must include 305 and 306. Majors in Spanish must also include 366 and 367. All foreign language majors must take History 102, and are urged to include a second language as a related field. In order to comply with certification requirements, students who plan to teach French or Spanish must take the courses numbered 305 and 306 in the language to be taught. All students planning to teach a foreign language must take 764 which may not be counted toward a major. Advanced courses in literature are open to non-majors. In these courses, some accommodation is made for non-majors in the use of the language.

Advanced Placement

A placement test will be given in August, December, and May. Entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 level.

Students will be placed at the appropriate level on the basis of a placement test given at the beginning of each semester. Entering and continuing students may receive up to six hours credit for intermediate language courses. (Advanced placement credit is never awarded for elementary courses.) To receive advanced placement credit, a student must apply to the department upon completion of two three-hour courses at the 300 level with a grade of C or better.

French

101 ELEMENTARY FRENCH CONVERSATION I
Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for French 102 or 201. Class preparation includes listening to assigned tapes kept on reserve. *Credit, three hours.*

102 ELEMENTARY FRENCH CONVERSATION II
A review and continuation of French 101. English will be used in the classroom for orientation purposes only. A one-hour lab will be required where necessary. *Credit, three hours.*

101 ELEMENTARY FRENCH READING I
Introduction to the French language through analysis. Grammar, readings of appropriate difficulty, and some emphasis on pronunciation. Open to students who have had French in high school but who cannot qualify for French 102 or French 201, *Credit, three hours.*

102 ELEMENTARY FRENCH READING II
A review and continuation of French 101. Increased emphasis in reading. Prerequisite: French 102 or equivalent. *Credit, three hours.*

201 INTERMEDIATE FRENCH I
A review and continuation of French 101 and 102, and gradual introduction of graded readings. Prerequisite: French 102 or equivalent. *Credit, three hours.*

202 INTERMEDIATE FRENCH II
A continuation of French 201. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Prerequisite: French 201 or equivalent. *Credit, three hours.*

304 FRENCH CIVILIZATION
A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. *Credit, three hours.*

305 ADVANCED CONVERSATION AND PHONETICS
Required of majors in French. Prerequisite: French 202 or equivalent. *Credit, three hours.*

306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS
Required of majors in French. Prerequisite: French 202 or equivalent. *Credit, three hours.*

364 FRENCH LITERATURE TO 1789
Selected reading in French literature from the beginnings to the French revolution with some emphasis on culture and civilization. Prerequisite: French 202 or equivalent. *Credit, three hours.*

365 FRENCH LITERATURE FROM 1789 TO THE PRESENT
Selected readings in French literature from the French revolution to the present. Prerequisite: French 202 or equivalent. *Credit, three hours.*

[366 FRENCH ROMANTICISM]
Credit, three hours.

[367 FRENCH REALISM AND SYMBOLISM]
A study of Realism and Symbolism as reflected in various genres. Emphasis on Flaubert and Baudelaire. *Credit, three hours.*

368 MODERN FRENCH LITERATURE
A general study of the main literary movements of the 20th century. *Credit, three hours.*

[369 CONTEMPORARY FRENCH LITERATURE]
From 1945 to the present. Emphasis on Camus, Sartre, and Robbe-Grillet. *Credit, three hours.*

394 SEMINAR IN SEVENTEENTH CENTURY
A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. *Credit, three hours.*

395 SEMINAR IN EIGHTEENTH CENTURY
The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships. *Credit, three hours.*

764 THE TEACHING OF A FOREIGN LANGUAGE
See page 88. May not be counted toward a major. *Credit, three hours.*

German

101 ELEMENTARY GERMAN I
Introduction to the German language through analysis. Grammar, graded readings, and some oral emphasis. Open to students who cannot qualify for German 102. *Credit, three hours.*

102 ELEMENTARY GERMAN II
A review and continuation of German 101. Prerequisite: German 101 or equivalent. *Credit, three hours.*

201, 202 INTERMEDIATE GERMAN
Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; some practice in use of the spoken language. Prerequisite: German 102 or equivalent. *Credit, six hours.*

Latin

101 ELEMENTARY LATIN I
A course for beginners in the fundamentals of Latin grammar. *Credit, three hours.*

102 ELEMENTARY LATIN II
A review and continuation of Latin 101. Increased emphasis on reading. *Credit, three hours.*

201, 202 INTERMEDIATE LATIN
An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid. *Credit, six hours.*

364, 365 ROMAN LITERATURE AND CIVILIZATION
A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: Latin 201, 202 or advanced placement. *Credit, six hours.*

366, 367 ADVANCED LATIN READING
Authors studied to be selected by instructor—after consultation with the preregistered students. May be taken on multiple occasions. Preprequisite: Latin 364, 365 or instructor's permission. *Credit, six hours.*

Spanish

101 ELEMENTARY SPANISH I
Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for Spanish 102 or 201. A one-hour lab will be required where necessary. *Credit, three hours.*

102 ELEMENTARY SPANISH II
A review and continuation of Spanish 101. English will be used in the classroom for orientation purposes only. A one-hour lab will be required where necessary. *Credit, three hours.*

201 INTERMEDIATE SPANISH I
A review and continuation of Spanish 101 and Spanish 102. Introduction of the more difficult aspects of modern spoken Spanish. English will be used in the classroom for orientation purposes only. Prerequisite: Spanish 102 or equivalent. *Credit, three hours.*

202 INTERMEDIATE SPANISH II
A continuation of Spanish 201. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Prerequisite: Spanish 201 or equivalent. *Credit, three hours.*

304 SPANISH CIVILIZATION
A survey of the historical development of Spain as a nation as a people, including her contributions to Western culture in the fields of art, religion, and music. Taught alternately with Spanish 494. *Credit, three hours.*

305 ADVANCED CONVERSATION AND PHONETICS
Required of majors in Spanish. *Credit, three hours.*

306 ADVANCED GRAMMAR, CONVERSATION AND COMPOSITION
Required of majors in Spanish. *Credit, three hours.*

364 SPANISH LITERATURE TO 1800
Selected Spanish literature beginning with the "Poema de mio Cid" and going through the seventeenth century. *Credit, three hours.*

365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with Spanish 366, 367. Prerequisite: Spanish 201, 202 or advanced placement. *Credit, six hours.*

366, 367 SPANISH-AMERICAN LITERATURE AND CIVILIZATION

A study of the more important works of Spanish literature, particularly as they reflect the history and civilization of the nations concerned. Alternates with Spanish 364, 365. *Credit, six hours.*

368 MODERN SPANISH DRAMA

Open to seniors and to others by special permission. Alternates with Spanish 369. *Credit, three hours.*

369 MODERN SPANISH PROSE, POETRY

Masterpieces of modern Spanish prose, (emphasis on the novel) beginning with Miguel de Unamuno. Selected poetry from Nobel Prize winners, Vicente Aleixandre, others. Alternates with Spanish 368. *Credit, three hours.*

494 SEMINAR IN CERVANTES AND THE GOLDEN AGE OF SPAIN

Open to juniors by special permission. *Credit, three hours.*

764 THE TEACHING OF A FOREIGN LANGUAGE

See page 88. May not be counted toward a major. *Credit, three hours.*

Students who wish advanced study in foreign languages should consult with the departmental chairman and arrange for it through the special studies options listed on page 75. Students may elect courses at other Cooperating Raleigh Colleges.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Associate Professor Massey, *Chairman* and Athletic Director; Assistant Professors Allen and Bross; Instructors Chamblee, Pritchard, and Sappenfield; Huggins, Director of Equitation.

Through the study of health and physical education the student gains a greater knowledge and appreciation of her physical self. The Department of Health, Physical Education, and Recreation offers a wide variety of activities with special emphasis on individual sports, aquatics, conditioning, physical fitness, and dance. For the highly skilled there are opportunities to participate in the intercollegiate program or to become involved in the Dance Ensemble, the Aqua Angels, or the Hoof Print Club.

Theory: Health

100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge and understanding pertaining to personal and community health. Special emphasis on developing positive health attitudes and practices. *Credit, two hours.*

200 FIRST AID

A course designed to prepare students with the knowledge and skills to meet most situations when emergency first aid care is necessary. American Red Cross Certification. *Credit, two hours.*

744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of the elementary school-age children and provide them with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements. *Credit, two hours.*

Theory: Physical Education

744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the physical education needs and interests of elementary school-age children and to provide them with information, ideas, and experiences pertinent to principles, planning, teaching, and evaluating physical education at the elementary school level. Does not meet general education requirements. *Credit, two hours.*

Activity: Physical Education and Recreation

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional physical education activity courses. However, no more than eight credits may be counted in the 124 hours required for graduation.

A student may repeat a course at the same level only with special permission granted by the departmental chairman and upon recommendation from her previous instructor.

All activity courses carry *one credit hour* per semester. Pass-fail grading only. (See page 71 for exception.)

Aquatics

110 **Swimming I** - for non-swimmers.

113 **Synchronized Swimming I** - fundamentals including stunts, stroke variations, and choreography; must be a strong swimmer and know basic strokes.

210 **Swimming II** - must be able to swim in deep water.

311 **Advanced Life Saving** - for strong swimmers to qualify for Red Cross Advanced Life Saving Certificate.

312 **Water Safety Instructor** - Prerequisite: current Red Cross Advanced Life Saving Certificate.

313 **Synchronized Swimming II** - Performing group; advanced skills with emphasis on show production. Prerequisite: P. E. 113 or equivalent plus audition.

Conditioning and Physical Fitness

120 **Conditioning** - includes jogging and activities for muscle tone, weight, and figure control.

121 **Physical Fitness** - exercise programs designed to meet the fitness level needs of each student.

*Equitation**

The equitation program offers instruction in balance seat—a combination of hunt seat and dressage. It helps to develop control of the horse and a firm riding seat. Skill for lifetime recreation is the aim of the instruction at all levels.

Advanced riders may arrange with the director of equitation to utilize Meredith facilities for their individualized needs. Boarding facilities are available for a fee (see page 31). Before being permitted to ride, a student must sign the release form available in the business office.

130 **Equitation I** (Beginner)

230 **Equitation II** - Prerequisite: P.E. 130 or equivalent.

330 **Equitation III** - Prerequisite: P.E. 230 or equivalent.

Individual Sports

140 **Archery**

141 **Badminton I** (Beginner)

241 **Badminton II** - Prerequisite: P.E. 141

142 **Bowling I*** - (taught at Western Lanes).

242 **Bowling II*** - Prerequisite: P.E. 142 or equivalent

143 **Golf I***

243 **Golf II*** - Prerequisite: P.E. 143 or equivalent.

144 **Gymnastics I** - must be able to do forward roll and support body weight on hands.

244 **Gymnastics II** - Prerequisite: P.E. 144 or consent of instructor.

146 **Tennis I** (Beginner)

246 **Tennis II** - Prerequisite: P.E. 146 or equivalent.

346 **Tennis III** - Prerequisite: P.E. 246 or equivalent.

147 **Snow Skiing*** - taught between semesters (French Swiss Ski College, Boone, North Carolina.)

148 **Racquet Ball I*** - (taught at Highwoods)

248 **Racquet Ball II*** - Prerequisite: P.E. 148 or equivalent

Rhythmic Activities

151 **Ballet I**

152 **Folk and Square Dance**

153 **Modern Dance I** - Technique.

154 **Modern Jazz I**

155 **Modern Dance I** - Dance-Composition I. Prerequisite: P.E. 153 or equivalent

156 **Aerobics** - Exercise to music

251 **Ballet II** - prerequiste P.E. 151 or equivalent

**Special Fee.*

153 **Modern Dance II** - Technique. Prerequisite: P.E. 153 or equivalent

254 **Modern Jazz II** - Prerequisite: P.E. 154 or equivalent

255 **Modern Dance II** - Dance-Composition II. Prerequisite: PE 155 or equivalent

353 **Modern Dance** - Meredith Dance Ensemble. By audition.

356 **Ballet-Modern Dance III** - Prerequisite: Ballet 251 or Modern Dance 253 or equivalent.

359 **Dance History** - A survey of the development of dance in the 20th century and the ideas of the 19th century that were crucial to these developments. This will involve material on the state of the ballet in the 19th century and how modern dance devloped revolutionized dance as an art form in the 20th century. Counts as elective in the humanities and fine arts. *Credit, three hours.*

Team Sports

161 **Basketball**

163 **Softball**

164 **Volleyball**

Intercollegiate Sports

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

470 **Golf**

471 **Basketball**

474 **Tennis**

475 **Volleyball**

477 **Softball**

Students who wish special, individual, or group study in health, physical education, or recreation should consult with the department chairman and arrange for it through the special studies options listed on page 75.

Students may elect courses through the Cooperating Raleigh Colleges.

HISTORY AND POLITICS

Professor F. Grubbs, *Chairman*; Professors Burris and Lemmon; Associate Professors Gates and Parramore; Assistant Professors C. Grubbs and Stewart.

The department offers a major in history, American civilization, non-Western civilizations, and political studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and political science. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

Special Career Directions

History and political studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks and internships in vocational areas.

Advanced Placement

The department offers advanced placement in American History 214, 215; Western Civilization 101, 102; Introduction to Non-Western Civilization 224; Politics 100.

Requirements for a Major in History

A major in history consists of 30 hours, including three hours in History 101 or 102; three hours in History 214 or 215; History 224; and History 499. The research experience must be either History 334 or three term papers in courses numbered 300 or above. Major professor, Mr. Grubbs.

Requirements for a Major in American Civilization

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and a seminar in history, and a minimum of 15 hours of courses related to the

American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Mr. Grubbs.

Requirements for a Major in Non-Western Civilizations

A major in non-Western civilizations consists of 36 hours with a minimum of 18 hours in history, including 325, 334, and a seminar in history; also nine hours selected from History 101, 102, and non-Western courses; and a minimum of 15 hours in related fields such as anthropology, politics, economics, geography, religion, fine arts. Students planning to teach should also elect six additional hours in American history. Major professor, Mrs. Gates.

Requirements for a Major in Political Studies

A major in political studies is a multi-disciplinary major with a politics core. Requirements include 36 credit hours with 18-21 hours in politics including individual research and a seminar in scope and methods, and 15-18 hours in related fields such as sociology, economics, religion, philosophy, psychology, and history. The choice of courses in related fields must be approved by the director of the political studies program. Major professor, Mr. Stewart.

History

101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, and Judaeo-Christian traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750. *Credit, three hours.*

102 MODERN WESTERN CIVILIZATION

The rise of nationalism, romanticism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world. *Credit, three hours.*

214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction. *Credit, three hours.*

215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state. *Credit, three hours.*

224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa. *Credit, three hours.*

231 AN INTRODUCTION TO MUSEUMS

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

233 RESEARCH IN LOCAL AND FAMILY RECORDS

Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

302 ENGLISH HISTORY SINCE 1066 A.D.

A general survey of the history of English from the Norman Conquest to the present. Emphasis on the development of English political institutions, literature, cultural, social, economic, political, and constitutional issues. *Credit, three hours.*

304 ANCIENT HISTORY

A study of the cultural and historical characteristics of the earliest civilizations, with special emphasis on the Greek and Roman contributions to subsequent civilizations. *Credit, three hours.*

306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. *Credit, three hours.*

307 ISSUES IN MODERN EUROPEAN HISTORY

A study of Western Europe since 1815 with emphasis on facism, social democracy, world wars, radicalization of the young, quest for a United States of Europe, relations with the superpowers. *Credit, three hours.*

313 NINETEENTH CENTURY AMERICA

A study of the federal period and the social, political, military, and industrial developments in the 19th century. Southern contributions will be emphasized. *Credit, three hours.*

314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial makeup, and Revolutionary period. *Credit, three hours.*

318 AMERICAN FOREIGN RELATIONS IN THE TWENTIETH CENTURY

The development of American foreign policy, its history, problems, and future course as related to Europe, Asia, and South America. *Credit, three hours.*

320 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history. *Credit, three hours.*

324 ASIA IN THE TWENTIETH CENTURY

Designed to explore myths and realities of 20th century nationalism in Asia. Democracy, regional development, traditional values, human rights, population, energy, and world problems will be emphasized. Primarily a study of India, Pakistan, Bangladesh, China, and Japan. *Credit, three hours.*

325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages. *Credit, three hours.*

334 METHODS OF HISTORICAL RESEARCH

Investigation of uses of manuscripts, public documents, and other types of primary source materials with Meredith library and other libraries in the area. Directed analysis and organization of materials to produce a major paper. Usually, majors only. *Credit, three hours.*

499 SENIOR SEMINAR

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only. *Credit, three hours.*

SST 764 THE TEACHING OF SOCIAL STUDIES

Required for secondary teacher certification. May not count toward a major. *Credit, three hours.*

Politics

POL 948 CAPITAL CITY SEMESTER

The Capital City Semester, an intercollegiate program of intensive seminar and research experience in North Carolina government and politics, will be offered in the spring semester, generally in even-numbered years. Participants will meet downtown on Tuesdays and Thursdays for seminar sessions with speakers who are involved in state government-related activities. Special research projects, field trips, and individual observation projects are also part of this program. Six hours of seminar credit and three hours of research credit are typically granted for participation in this program, although it is possible to take the seminar without the research component.

POL 100 AMERICAN POLITICAL SYSTEM

An introduction to each level of American government; local, state, and national, with emphasis on the policy-making process. *Credit, three hours.*

POL 204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, China, and at least one developing nation. *Credit, three hours.*

POL 300 POLITICAL PARTIES AND PRESSURE GROUPS

A study of the organization and practices of American parties and pressure groups. Included will be the study of campaigns and elections, lobbying and other pressure group processes, and an evaluation of pressure groups as mediating agencies for indivdual participation and for social change in the United States. *Credit, three hours.*

POL 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation. The course includes consideration of the role of the Supreme Court as a judicial and political force in American government, and consideration of the uses of law as an agent for social change. Emphasis will be on the intrepretation of civil liberties and civil rights guarantees. *Credit, three hours.*

POL 302 STATE AND LOCAL POLITICS IN THE UNITED STATES

Processes and policies related to state and local government and politics. Included will be the study of federalism, intergovernmental relations, state powers, urban politics and problems, and processes and influences in state politics. This course will not be offered in those years when the Capital City Semester is offered. *Credit, three hours.*

POL 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the director of the political studies program. *Credit, three hours.*

POL 350 SELECTED TOPICS IN POLITICAL STUDIES

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. May be taken on multiple occasions. *Credit, one to four hours.*

INTRODUCTION TO RESEARCH
See Sociology 374 and 375 for description (pages 114-115).

POL 400 SEMINAR OR READINGS IN SCOPE AND METHODS OF POLITICS
An exploration into (a) the scope of political study in historical and contemporary times, (b) social science methodology, and (c) career development in relation to politics. Pass-fail grading only. This course is required of all political studies majors. *Credit, one hour.*

Courses are available through the Cooperating Raleigh Colleges in African, Far Eastern, French, German, and Middle Eastern history, and in advanced topics in politics.

Students who wish advanced study or research in history or political science should consult the departmental chairman and arrange for it through the special studies options listed on page 75.

HOME ECONOMICS

Associate Professor Stuber, *Chairman*; Professor Cassilly; Assistant Professor Goode; Instructors Cook, Friedrich, and Rosen.

The department offers a Bachelor of Science degree in home economics with concentrations in child development and family relations, clothing and fashion merchandising, consumer resource management, foods and nutrition, interior design and housing, and general home economics. Home economics majors may earn certification to teach in the public schools at the K-3, 4-9, or secondary levels. They may also complete the social work major or a second major in another department. Prospective majors should consult with the home economics department for specific course suggestions. Internships or field experience is highly recommended.

Requirements for a B.S. degree in Home Economics

Candidates for the Bachelor of Science degree in home economics must take the following:

1. Thirty-six hours in home economics, including 335, 374, 227, 455, 499.
2. Eight hours in either biology or chemistry.
3. Specific requirements for a concentration in one of the six areas.

The CHILD DEVELOPMENT AND FAMILY RELATIONS CONCENTRATION focuses on the physical, social, emotional, and intellectual development of preschool children. It prepares students for careers in nursery schools, day care centers, private kindergartens, the public schools when combined with certification requirements, and the social services when combined with the social work major. Required courses: HEC 204, 205, 234, 335, 336, 435; EDU 234, 455; PSY 100; and BUS 346. (BUS 346 is waived for students earning certification; EDU 234, 455, and BUS 346 are waived for students earning the social work major.)

The CLOTHING AND FASHION MERCHANDISING CONCENTRATION prepares students for professional careers in fashion retailing, buying, pattern design, and consumer services. Required courses: HEC 115, 213, 214, 314, 317, 418; BUS 330, 346, 366; ECO 210; and ART, six hours.

The CONSUMER RESOURCE MANAGEMENT CONCENTRATION prepares students for careers in public housing and consumer services, utility companies, and regulatory agencies in government and business. Required courses: HEC 124, 245, 326, 355, 356, 418; ECO 210, 211; and six additional hours in business and economics.

The FOODS AND NUTRITION CONCENTRATION is designed for students with interests in widely varying options. The (A) FOOD SERVICE MANAGEMENT OPTION is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses: HEC 124, 223, 224, 326, 327, 426; BUS 330, 346, 446; and ECO 210. The (B) NUTRITION OPTION is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan IV: HEC 124, 326, 327, 355, 426, 428, 429, 764, 930; CHE 111, 141, 112, 142, 221, 241; MAT 110; BIO 101, 141, 102, 142, 323, 343, 334, 344, 436, 446; BUS 330, 446; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200.

The INTERIOR DESIGN AND HOUSING CONCENTRATION provides opportunities for students interested in residential, commercial, and visual design. Persons in the interior design and housing concentration are required to prepare a portfolio. Required courses: HEC 245, 246, 346, 447, 448; ART 102, 305; BUS 346, 366; and ECO 210.

The GENERAL HOME ECONOMICS CONCENTRATION is designed for students who are entering careers that call for a broad knowledge of all home economics areas. Students in this option are prepared for careers in utility companies, product and equipment promotion, government agencies, The Cooperative Extension Service, and adult education. When combined with the requirements for secondary certification, the student is qualified to teach consumer and homemaking education and occupational home economics at the secondary school level in North Carolina. Students who choose the general concentration must take at least one course in each of the five home economics content areas. Students who choose teacher certification should see the department for specific requirements.

Child Development and Family Relations

204 DEVELOPMENTAL PSYCHOLOGY

See Psychology 204 for description. *Credit, three hours.*

205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

See Psychology 205 for description. *Credit, three hours.*

234 THE PRESCHOOL CHILD

A study of the behavior and development of preschool children. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh PreSchool. Emphasis on parent education. Two lectures and three hours of laboratory. *Credit, three hours.*

335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. *Credit, three hours.*

336 PRESCHOOL ACTIVITIES

A study of the principles and components of a creative preschool program which fosters the total development of the child. Emphasis on the administration of day care centers. Prerequisite: HEC 234. Two lectures and three laboratory hours per week. Offered spring semester. *Credit, three hours.*

435 INFANCY

A study of the development and care of the infant and toddler and child nutrition. Offered fall semester. Prerequisite: HEC 234. Two lectures and three hours of laboratory per week. *Credit, three hours.*

Clothing and Fashion Merchandising

115 BEGINNING CLOTHING CONSTRUCTION

The practical application of basic construction techniques including principles of selection and experience in handling different types of fabrics and garments. Two lectures and four hours of laboratory. *Credit, three hours.*

213 CLOTHING AND PEOPLE

A study of the clothing behavior of people through the life cycle in relation to needs, values, interests, and self-concept. Offered alternate fall semesters. *Credit, three hours.*

214 FASHION FUNDAMENTALS

Emphasis on the dynamics of fashion and the operations involved in the production and merchandising of apparel. Consideration of career opportunities within the fashion industry. Offered fall semester. *Credit, three hours.*

216 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: HEC 115. One lecture and five hours of laboratory. Offered alternate fall semesters. *Credit, three hours.*

314 ADVANCED FASHION FUNDAMENTALS

An in-depth investigation of the history of fashion, a study of designers, retailing, fashion terminology, and the future of the fashion industry. Prerequisite: HEC 214. Offered alternate spring semesters. *Credit, three hours.*

317 APPAREL DESIGN

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: HEC 115. Offered alternate spring semesters. *Credit, three hours.*

418 CONSUMER TEXTILES

Consideration of textiles from raw materials through manufacturing and finishing of fabrics from the viewpoint of the consumer. Offered spring semester. *Credit, three hours.*

Consumer Resource Management

355 HOME MANAGEMENT RESOURCES

The use of human and material resources to promote individual and family development. Emphasis on management of resources including time, energy, money, and materials. Offered fall semester. *Credit, two hours.*

356 CONSUMER HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment. Offered spring semester. *Credit, three hours.*

374 CONSUMER ECONOMICS

See Economics 374. *Credit, three hours.*

455 HOME MANAGEMENT RESIDENCE

Residence in the Ellen Brewer House. Suggested prerequisites: HEC 326 and 355. *Credit, three hours.*

Foods and Nutrition

124 INTRODUCTORY FOODS AND COOKERY

Food selection and preparation. Two lectures and four hours of laboratory. *Credit, three hours.*

222 FOOD CONSERVATION

Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Offered fall semester. Prerequisite: HEC 124. *Credit, one hour.*

223 CATERING

Food preparation and techniques for special social occasions. Offered alternate spring semesters. *Credit, one hour.*

224 CULTURAL FOODS

A study of food and food customs of selected cultures. Offered spring semester. Prerequisite: HEC 124. *Credit, one hour.*

227 NUTRITION

Elementary principles of nutrition with practical application in planning diets for normal families. *Credit, three hours.*

326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: Home Economics 124. Two lectures and four hours of laboratory. *Credit, two hours.*

327 FOOD SERVICE MANAGEMENT

Management in quantity food production by standard methods of food preparation, merchandising, food cost control, equipment care and sanitation, food service personnel management. Offered fall semester. Prerequisite: HEC 124. *Credit, three hours.*

426 FOOD SERVICE EQUIPMENT

A study of the selection, operation, care and arrangement of equipment in a food service facility. Offered alternate spring semesters. *Credit, one hour.*

428 ADVANCED NUTRITION

A study of food nutrients, through digestion, absorption, and cellular metabolism. Offered fall semester. Prerequisites: CHE 111, 112; BIO 101, 102 and HEC 427. *Credit, three hours.*

429 DIET THERAPY

Clinical aspects of nutrition. A study of the use of modified diets to treat disease and psychological disorders. Laboratory exercises in dietetics and nutrition. Offered spring semester. Prerequisites: HEC 227, 428; CHE 111, 112; BIO 101 and 102. *Credit, three hours.*

Interior Design and Housing

245 HOUSING

Study of the psychological, physiological, and social aspects of environment within and outside the dwelling. Study of needs of aged and handicapped. Study of floor plans, residential construction, legal and financial aspects, and site selection and landscaping. Government policies influencing housing: zoning codes. Offered fall semester. *Credit, three hours.*

246 HOME FURNISHINGS MATERIALS

An in-depth study of textiles in home furnishings, wood furniture, and crafts and budget decorating. Opportunity to develop skill in designing window treatments, upholstering simple furniture, refinishing wood furniture, and designing quality crafts for the home. Offered fall semester only. *Credit, three hours.*

346 INTERIOR DESIGN

An exploration of the basic principles and skills of interior design. Includes the application of color dynamics, basic principles of design, a summary of significant architectural and interior design statements, and a consumer's guide to buying interior furnishings and accessories. Students will design a simple residence. Studio problems in interior design. Six hours a week. Also offered as Art 346. *Credit, three hours.*

447 ADVANCED COMMERCIAL DESIGN
The execution of creative solutions for commercial and institutional interior design problems. In-depth study of interior and exterior lighting solutions. Introduction to interior design profession. Development of portfolio. Prerequisite: HEC 346 and ART 102. Offered spring semester. Also offered as ART 447. *Credit, three hours.*

448 ADVANCED RESIDENTIAL DESIGN
The fundamental executions in design of residential spaces, and studio design problems. A study of interior furnishings of selected periods throughout history. Investigation of business, legal, and ethical aspects of professional practice in residential interior design. Offered fall semester. Also offered as ART 448. Prerequisite: HEC 346. *Credit, three hours.*

Seminar

499 SENIOR SEMINAR
History, philosophy, and current trends in home economics. Offered fall semester only. Pass-fail grading only. *Credit, one hour.*

Education

764 METHODS OF TEACHING HOME ECONOMICS
Practical experience in lesson planning using a variety of techniques including demonstrations, games, visual aids, feltboards, bulletin boards, and displays. Recommended for all majors. Required for secondary education majors. May not be counted toward a major. Offered spring semester only. *Credit, three hours.*

765 OCCUPATIONAL HOME ECONOMICS
A survey of the curriculum for secondary home economics education (Consumer and Homemaking and Occupational Home Economics). Includes a study of program organization, needs assessment, advisory committees, curriculum development, vocational student organizations, and legislation. Includes field experience. Offered fall semester. *Credit, two hours.*

930 INTERNSHIP
Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student. *Credit, one to three hours.*

Students who wish advanced study in home economics should consult with the department chairman and arrange for it through the special studies options listed on page 75.

MATHEMATICAL SCIENCES

Associate Professor Wheeler, *Chairman*; Professor Davis; Associate Professor Preston; Assistant Professor Kraines; Instructors Bouknight, Clay, Johnson, Sullivan, and Taylor

The department offers a wide variety of options to the Meredith student. Several introductory courses are available to satisfy the general education needs of the student, a minor program can be designed to complement the rest of a student's program, and one of two degrees can be obtained.

The B.A. in mathematics is designed to allow maximum flexibility for a major in mathematics. It is a good option for a student treating mathematics as a second major. The requirements for a B.A. provide adequate preparation for a prospective teacher of mathematics. The B.S. in mathematics has more specific requirements than the B.A. In addition to requiring more mathematics, it reflects the department's belief that every mathematics major should develop some expertise in a related area outside of mathematics.

Requirements for a Major

BACHELOR OF ARTS

The Bachelor of Arts in mathematics gives a good background in mathematics and allows electives in a wide range of academic interests. Teacher certification at all levels can be obtained with this degree.

To complete this major one must earn a minimum of 26 hours in mathematics above the 100 level including MAT 211, 212, 220, 250, 313 and one course chosen from MAT 321, 415, 425 or 434.

BACHELOR OF SCIENCE

The Bachelor of Science in mathematics requires greater depth in the mathematics discipline and in areas closely related to the mathematics field.

Requirements include (1) a minimum of 32 hours in mathematics above the 100 level including MAT 211, 212, 220, 313, 250, 410 and at least two courses chosen from among MAT 321, 415, 425, or 434; (2) CSC 201; (3) one of the sequences CHE 111-112 or PHY 221-222; and (4) at least 12 semester hours in one of the following related areas: biology, business and economics, computer science, or chemistry and physics.

Special Programs

A student may combine liberal arts study at Meredith with specialized work at North Carolina State University through a cooperative arrangement. The programs are individually designed by faculty advisers from each campus with approval of the respective academic deans. A program may result in a second degree from North Carolina State University in addition to the degree from Meredith. Through such programs, Meredith students have obtained degrees or concentrations in engineering, computer science, and biomathematics.

Under the auspices of the Cooperating Raleigh Colleges program, the work done at North Carolina State University may begin as early as the sophomore year with as many as three courses per year available.

Requirements for Certification

Early childhood certification: MAT 100

Intermediate certification: MAT 100 (three additional hours in mathematics are recommended)

Secondary certification (in area other than mathematics): any three hours of mathematics

Secondary certification in mathematics: at least 30 hours in mathematics courses including 100 level mathematics courses that must include MAT 334 and MAT 340. In addition, at least three hours in computer science are required.

Credit Testing in Mathematics

Upon entering Meredith, a student may register for MAT 100, 110, 211, or 212 depending upon her high school record, scores from the mathematics section of the Scholastic Aptitude Test, and her performance on a departmental credit test. Each year during orientation the department gives tests in algebra, trigonometry, and introductory calculus. If satisfactory scores are attained, credit will be given for the appropriate courses. Also, any student enrolled in an advanced placement mathematics course in her senior year in high school may request placement in MAT 212 with credit for MAT 211 upon presentation of satisfactory scores on the proper examination.

Curriculum

Introductory College Mathematics

These courses introduce students to mathematical thinking at the college level, satisfy general studies' requirements, satisfy degree and certification requirements in several areas, and, in the case of MAT 110, prepare the student for specific upper level courses in mathematics.

100 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Includes set theory, the metric system, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, elementary algebra, and the development of the real number system. May not be counted toward a major. *Credit, three hours.*

110 ELEMENTARY FUNCTIONS

Includes the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions, and functions of two variables. The course builds on the algebra and geometric concepts taught in high school. May not be counted toward a major. *Credit, three hours.*

120 FINITE MATHEMATICS

A study of enumeration (counting), probability, computational linear algebra, and linear programming with applications of these topics in a variety of areas. *Credit, three hours.*

Analysis

211 CALCULUS I

Introduces the ideas of limits, derivatives and integrals with their principal interpretations and applications. Prerequisite: Mathematics 110 or placement. *Credit, four hours.*

212 CALCULUS II

A continuation of the calculus of functions of one variable. Prerequisite: Mathematics 211. *Credit, three hours.*

313 CALCULUS III

A continuation of 212 with a focus on the theory and techniques of multivariable calculus. Prerequisite: Mathematics 212. *Credit, three hours.*

354 INTRODUCTION TO DIFFERENTIAL EQUATIONS

Includes first order equations, linear equations of higher order, Laplace transforms, series solutions, and their applications. Prerequisite: Mathematics 212. *Credit, three hours.*

410 ADVANCED CALCULUS I

Includes the real numbers, set theory, continuity, differentiation, and series. Offered spring semester only. Prerequisite: Mathematics 313. *Credit, three hours.*

415 TOPICS IN ANALYSIS

Topics chosen from among the areas of complex variables, real analysis, or advanced calculus. *Credit, three hours.*

Algebra

220 LINEAR ALGEBRA

A study of vector spaces, linear transformations, matrices, determinants and their applications. Prerequisite: Mathematics 211. *Credit, three hours.*

321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. Prerequisite: junior standing. *Credit, three hours.*

425 TOPICS IN ALGEBRA

Topics chosen from the areas of advanced linear algebra, number theory or abstract algebra. *Credit, three hours.*

Geometry

334 MODERN COLLEGE GEOMETRY

A study of geometry which emphasizes Euclidean and introduces hyperbolic, elliptic, and transformational geometries. Prerequisite: four semesters of math above 100 level. *Credit, three hours.*

434 TOPICS IN GEOMETRY AND TOPOLOGY

Topics chosen from the areas of geometry or topology. *Credit, three hours.*

Probability and Statistics

245 BASIC STATISTICS

A general introduction to descriptive and inferential statistics for the non-math major. Includes elementary probability, distributions, estimation of population parameters, confidence intervals, hypothesis testing, analysis of variance, correlation, and regression. Credit will not be allowed for both Mathematics 245 and Psychology 200. *Credit, three hours.*

340 INTRODUCTION TO PROBABILITY

A study of probability as a mathematical system. Includes random variables and their distributions, limit theories, and topics in statistical inference. Prerequisite: Mathematics 211. Offered fall semester only. *Credit, three hours.*

341 ADVANCED PROBABILITY AND STATISTICS

A study of statistical theory and inference from data. Includes estimation, decision theory, testing relationships in a set of random variables. Prerequisite: Mathematics 340. Offered spring semester only. *Credit, three hours.*

Miscellaneous

250 AN INTRODUCTION TO MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction of exposition of correct mathematical proofs. *Credit, one hour.*

360 TOPICS IN COMPUTATIONAL MATHEMATICS

Topics from the areas of numerical analysis, combinatorial mathematics, graph theory or mathematical modeling. *Credit, three hours.*

764 METHODS OF TEACHING SECONDARY MATHEMATICS

May not be counted toward a major. *Credit, three hours.*

Computer Science

Courses with a CSC prefix do not apply toward the mathematics general education requirements. However, such courses are complementary to any quantitatively oriented program.

CSC 100 INTRODUCTION TO COMPUTING

A study of the capabilities and limitations of the computer including its impact on society. A simple theoretical computer gives the student insight into computer design. Flow charting is used to study the design of algorithms. Several simple computer programs are written from the flow charts and run on the computer. *Credit, two hours.*

CSC 101 INTRODUCTION TO A LANGUAGE

A study of a specific computer language. Prerequisite: CSC 100. *Credit, one hour.*

CSC 201 COMPUTER PROGRAMMING

An introductory course in problem solving on the computer. The student will learn program design and program implementation in a structured programming language. Prerequisite: MAT 211. *Credit, three hours.*

Courses are also available at North Carlina State University under the interinstitutional cooperation plan in a variety of areas of both pure and applied mathematics.

Students who wish advanced study and research in mathematics should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

MUSIC AND THE PERFORMING ARTS

Professor David Lynch, *Chairman*; Associate Professor Clyburn; Assistant Professors Garriss, Haeseler, McCachern, and Vaglio; Instructors Burt, Lamb, and Wharton; Special Instructors Abernethy, Adam, Boggs, Budrow, Craver, Daugherty, Downward, Farrington, Goode, Gorski, Hudson, S. Lohr, T. Lohr, Lorek, M. Lynch, H. Partridge, M. Partridge, Peery, Phillips, Radford, Riva-Palacio, Russell, Southwick, Stoughton, Whitlow, Windham, and Witt.

The department offers majors in music (B.A.), applied music and music education (B.Mus.), a certificate in church music, and minors in music, theatre, and musical theatre.

Audition

Students wishing to major in any branch of music must demonstrate to the music faculty that their talent and training are such that they are qualified to carry on the work. An audition and personal interview with members of the music faculty are prerequisites for admission into a music program; in some cases, a tape recording may be sent in lieu of an audition.

Requirements for a Major

BACHELOR OF ARTS

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. Some students pursuing the B.A. in music also obtain the early childhood teaching certificate; some, a second major in religion as preparation for church music or other ministry.

The candidate for the degree of Bachelor of Arts with a major in music must fulfill the same requirements as candidates for the degree with majors in other fields (pages 53-56). The student must take at least 48 hours in music as follows:

Music courses	32
Theory 100, 101, 202, 203	12
Solfege 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
History of Musical Styles and Structures 315, 316	8
Seminar in Music Literature 494	2
Applied music and electives	16
Minimum in applied music	8
Graduation recital 490	1
Electives	7
(Applied music, music literature, theory, music education, or ensemble)	

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in either music education or applied music seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching and for graduate work in music therapy. A major in applied music may prepare a student for private studio teaching, church music, performance, and, after graduate work, college teaching. The study of music in all of the programs, including the B.A. in music, may also prepare the student for specialized study leading to music library certification and for various types of work related to the music industry.

Requirements for the degree as outlined below are planned with this aim.

Major in Applied Music

LIBERAL ARTS AND SCIENCES	42
English Composition	3
Major British Writers	3
Foreign language	6-12
(Students will be placed at the appropriate level by the foreign languages department. Voice majors will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)	
Religion	6
A six-hour introduction to the Old and New Testament *or* A three-hour introduction to Biblical literature and one advanced three-hour course	
Social and behavior sciences	6
A. History of Western Civilization	3
B. Select a course from the following categories: economics, human geography, politics, psychology, sociology and anthropology	3
Mathematics and natural sciences	3-4
(Select one course from the following categories: biology, chemistry, mathematics, physical geography, physics)	
Health and physical education	4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)	
Electives in liberal arts and sciences	4-11

MUSIC COURSES	82
Theory 100, 101, 202, 203	12
Solfege 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
History of Musical Styles and Structures 315, 316	8
Twentieth Century Techniques 303	2
Teaching Applied Music 320, 321	4
Seminar in Music Literature 494	2
Seminar in Theory 394	2
Literature of Applied Music 314	2
Principal applied study	24
Secondary applied stud(y)(ies)	4
Junior Recital 390	1
Graduation Recital 490	1
Keyboard proficiency	
Music electives	10
Organ Majors must take Advanced Keyboard 340	

Major in Music Education

LIBERAL ARTS AND SCIENCES	42
English composition	3
Major British writers	3
Foreign language	6
(Students will be placed at the appropriate level by the Department of Foreign language.)	
Religion	6
(A six-hour introduction of the Old and New Testaments *or* a three-hour introduction to Biblical literature and one advanced three-hour course)	
Social and behavior sciences	6
A. History of Western Civilization	3
B. Select a course from the following categories: economics, human geography, politics, sociology, and anthropology	3
Mathematics and natural sciences	6-7
Mathematics	3
Natural science	3-4
(Select from one of the following categories: biology, chemistry, physical geography, physics)	
Health and physical education	4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)	
Electives in liberal arts and sciences	7-8

MUSIC AND PROFESSIONAL EDUCATION	82
MUSIC COURSES	
Theory 100, 101, 202, 203	12
Solfege 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
History of Musical Styles and Structures 315, 316	8
Winds and Percussions 070	2-4
String Instruments 060	2-4
Guitar Lab 068	1
Instrumentation 304	1
Vocal Arranging 308	2
Conducting 300, 301	4
Principal applied study	14
Secondary applied stud(y)(ies)	3
Graduation Recital 490	1
Keyboard proficiency	

EDUCATION, METHODS, AND ELECTIVE COURSES	
Materials and Methods K-3 720	2
Materials and Methods 4-6 721	2
Materials and Methods 7-12 722	2
Educational Psychology 234	3
Education course according to needs of the student	3
Student Teaching 439 (Block)	6
Electives in music, professional education, or psychology	0-2
Reading	1-3
(Education 344 or 468)	

Certificate in Church Music

Students interested in careers in church music are encouraged to earn the Certificate in Church Music. The candidate for this certificate must complete one of the three major degree programs in music, including the following specific requirements:

Conducting 300, 301	4
Church Music 395, 396, 397	6
Field Work 934	4
Religion	12
(In addition to the six-hour religion requirement for all degrees, choose six additional hours from the following: Religion 381, 382, 384, 389)	
Applied music	18-28
Principal applied	14-24
(Organ, voice or piano) Complete 300 level	
Secondary applieds	4
At least two semesters at 100 level in two of the following (other than principal applied): organ, piano, voice	
Graduation Recital 490	1

Ensembles must include the following experiences:

Choral ensembles	4 semesters
Handbells	2 semesters
Accompanying (students whose principal applied is organ or piano)	2 semesters

Preparatory Division

Through a large preparatory division, the Department of Music and Performing Arts provides instruction in applied music and theory to non-college students of all ages within the Raleigh area. Registration in the preparatory division is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Equipment and Facilities

The Department of Music and the Performing Arts is housed in the Harriet Mardre Wainwright Music Building, completed in 1977, and in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978. Both theater and concert performances are held in Jones Auditorium, while most recitals and concerts are given in the Clara Carswell Concert Hall, and some theatrical presentations take place in the rehearsal hall-drama workshop. Teaching and practice space includes three large classrooms, two seminar rooms, a rehearsal hall, a scene shop, 24 faculty offices and studios, and 30 practice rooms. Seventeen grand pianos (Steinways, Baldwins, Yamahas), 44 upright pianos (Baldwins and Yamahas), a three-manual Austin concert organ, two studio organs (Holtkamp), three practice organs (Ryan, Wicks, Hammond), an electronic piano laboratory, and numerous orchestral instruments furnish ample equipment for effective teaching and practice. The Music Library contains over 3,200 recordings; many scores, including a number of complete editions; and ample study and reading facilities. A fine collection of books and reference works on music is available in the Carlyle Campbell Library.

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly —whether on stage, in church, in the classroom, or in the studio— in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital and a full graduation recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, must receive permission from their respective principal applied instructors in advance.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

All students in the Bachelor of Music degree program must complete at least one semester of Piano 144.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Concerts

Each year Meredith brings to the campus distinguished performers and lecturers. A number of artists, ensembles, and orchestras perform in Raleigh under sponsorship of the Friends of the College and the Chamber Music Guild. Concerts provided by organizations such as the North Carolina Symphony, the National Opera Company, the Raleigh Oratorio Society, the American Guild of Organists, and the Raleigh Music Club are also open to students. Members of the Meredith faculty are active as recitalists, and students themselves provide a large number of musical programs.

It is absolutely essential that music students expose themselves to as large and varied a selection of these performances as possible. All music majors are expected to attend at least 15 recitals per semester, selected in consultation with their principal applied instructors, from the many musical programs available on the Meredith campus, in addition to all Thursday student recitals. This experience is an integral part of music studies, directly related to performance, literature, history, theory, and education.

Theory

100, 101 ELEMENTARY THEORY

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: Theory 100 before 101. Corequisite: Solfege 150, 151. Three class hours weekly. *Credit, three hours each semester.*

140, 141, ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodic stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: 140 before 141. *Credit, one hour each semester.*

150, 151 ELEMENTARY SOLFEGE

Introduction to sight-singing, ear-training, and music transcription using a vocal approach. Prerequisite: 150 before 151. Corequisite: Theory 100, 101. Two class hours weekly. *Credit, one hour each semester.*

202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th centery techniques. Harmonic dictation. Prerequisites: Theory 101 before 202, 202 before 203. Corequisites: Solfege 252, 253. Three class hours weekly. *Credit, three hours each semester.*

242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with Theory 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: Keyboard 141 before 242, 242 before 243. *Credit, one hour each semester.*

252, 253 INTERMEDIATE SOLFEGE

Continued development of sight-singing, ear-training, and transcription skills begun in Solfege 150, 151. Prerequisites: Solfege 151, before 252, 252 before 253. Corequisites: Theory 202, 203. Two class hours weekly. *Credit, one hour each semester.*

303 TWENTIETH CENTURY TECHNIQUES

An examination of important compositional styles of 20th century composers. An emphasis is placed on analysis, correlated with historical development of contemporary musical styles. Students will also compose short examples in selected styles. Prerequisite: Theory 202. *Credit, two hours.*

304 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: Theory 202. *Credit, one hour.*

308 VOCAL ARRANGING

Sung melody and the manner in which it may be arranged, beginning with plainsong and progressing through the 20th century. Emphasis upon counterpoint, voicings, form, function, and accompanying instruments in arranging music for two, three, and four or more voice parts. Assignments are selected by the student in consultation with the instructor to meet her individual needs. Prerequisite: Theory 202. *Credit, two hours.*

340 ADVANCED KEYBOARD TECHNIQUES

Intense development, in the piano laboratory, of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: Piano 144, Keyboard 243. *Credit, one hour.*

394 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, and period styles of important composers. May be repeated for credit. Prerequisite: Theory 203. *Credit, two hours.*

105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. *Credit, one to four hours each semester.*

History and Literature

214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. *Credit, three hours.*

215 MUSIC LITERATURE

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors. *Credit, two hours.*

314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. Faculty and student performances of representative compositions will be incorporated. *Credit, two hours.*

315, 316 HISTORY OF MUSICAL STYLES AND STRUCTURES

A study of the development of music in Western civilization, relating music to a historical context. Analysis of music in various period styles as well as student compositions in those styles. Five class hours weekly. *Credit, four hours each semester.*

494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit. *Credit, two hours.*

Music Education

060 STRING INSTRUMENTS

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit. *Credit, one to three hours each semester.*

070 WIND AND PERCUSSION INSTRUMENTS

A study of methods for organizing, scheduling, and teaching instrumental classes, and acoustics of music as they pertain to band and orchestral instruments. Classroom experiences include gaining competencies necessary to play and demonstrate correct embouchure, fingerings, breathing, and tonguing for at least two brass and two woodwind instruments, and basic snare drum techniques. May be repeated for credit. *Credit, one to thee hours each semester.*

320, 321 TEACHING OF APPLIED MUSIC

Methods of teaching beginning and moderately advanced students in applied music. Laboratory work involves teaching some beginning and intermediate students each semester. *Credit, two hours each semester.*

300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: Theory 101; 300 before 301. *Credit, two hours each semester.*

422 ADVANCED TEACHING METHODS

Additional experience in the teaching of applied music, based on work begun in Teaching of Applied Music 320, 321, with an emphasis on actual teaching. The work is offered and coordinated within the preparatory division. Prerequisite: Music 321. May be repeated for credit. *Credit, one hour each semester.*

720 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES K-3

Designed for music education majors, this course is based on the development of concepts through a series of sequenced musical activities. Attention is given to formulating a philosophy of music education, Orff and Kodaly approaches to teaching music, teaching techniques, and lesson planning. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

721 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 4-6

An extension of Materials and Methods 720 with sequential activities related to children of this age group. Attention is given to developing learning contracts, learning activity packets, learning centers, and to teaching the recorder. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

722 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 7-12

A study of the scope and sequence of the music program in the secondary school. Special attention is given to the psychology of adolescence, including developmental characteristics, personality, the changing voice, and classroom management. Emphasis is placed upon learning theories, the general music class, the modular approach, state-adopted texts, rehearsal techniques, and electronically modified and synthesized sounds. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisite: IDS 100. *Credit, two hours.*

Church Music

395 HISTORY AND LITURGIES

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies). *Credit, two hours.*

396 HYMNOLOGY

A study of the hymns of the Christian church, their history and their function in worship. *Credit, two hours.*

397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church. *Credit, two hours.*

934 FIELD WORK IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours' rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Credit one to two hours per semester. May be repeated for credit to a maximum of four hours.

Ensembles

All music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. (Note restriction on ensemble credits, page 69.)

234 CHORUS

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. *Credit, one hour each semester.*

235 RENAISSANCE SINGERS

A select group of about 15 students devoted to the *a cappella* performance of Renaissance and early Baroque choral music, both sacred and secular. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirements in accompanying. Work in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. *Credit, one hour each semester.*

237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. *Credit, one hour each semester.*

238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. *Credit, one hour each semester.*

239 HANDBELL CHOIR

Credit, one hour each semester.

334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos. *Credit, one hour each semester.*

434 VOCAL ENSEMBLE

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. *Credit, one hour each semester.*

Applied Music

Teacher assignments in applied music are made by the chairman of the department, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours Credit	Weekly Half-Hour Lessons	Weekly Practice Hours
1	1	5
2	2	10
3	2	15
4	2-3	20

Recital

Each student giving a recital (sophomore, junior, or graduation) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. Pass-fail grading. *Credit, one hour each semester.*

290 SOPHOMORE RECITAL

390 JUNIOR RECITAL

490 GRADUATION RECITAL

Piano

Associate Professor Clyburn, Coordinator; Assistant Professor Fogle; Special Instructors Abernethy, Daugherty, S. Lohr, T. Lohr, Lorek, Peery, Phillips, and Windham.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

040 BEGINNING CLASS PIANO
Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. Pass/Fail grading only. *Credit, one hour.*

041 INTERMEDIATE CLASS PIANO
A continuation of Piano 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: Piano 040 or permission of the instructor. Pass/Fail grading only. *Credit, one hour.*

044 PREPARATORY PIANO
A maximum of six semester hours of this work for credit permitted.

144 PIANO I
Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

244 PIANO II
Bach sinfonias, *Well-Tempered Clavier*, suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

344 PIANO III
Bach *Well-Tempered Clavier*, toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

444 PIANO IV
Bach *Well-Tempered Clavier*, chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical, romantic, impressionistic, and contemporary works suitable for senior recitals.

Organ

Professor D. Lynch, Coordinator; Special Instructors M. Lynch and Downward.

145 ORGAN I
Manual and pedal technique. Bach *Eight Little Preludes and Fugues, Orgelbuechelein*, Dupre *Seventy-Nine Chorales*, works of comparable difficulty from all periods; hymn playing.

245 ORGAN II
Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

345 ORGAN III
Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

ORGAN IV
Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

HARPISCHORD 146, 246, 346, 446
Special Instructor Windham

Violin

Assistant Professor Garriss, Coordinator of Instrumental Music; Special Instructors Gorski, M. Partridge, Russell, and Southwick.

164 VIOLIN I
Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloay; sonatinas by Schubert.

264 VIOLIN II
Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

364 VIOLIN III
Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

464 VIOLIN IV
Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses are also available in the following applied studies:

VIOLA 165, 265, 365, 465
Special instructor H. Partridge.

CELLO 166, 266, 366, 466
Special Instructors Hudson and Stoughton.

FLUTE 174, 274, 374, 474
Special instructor Whitlow.

CLARINET 175, 275, 375, 475
Special Instructor Craver

Guitar

Special Instructor W. Adams

068 GUITAR CLASS
Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished. *Credit, one hour each semester.*

Working knowledge of notes and basic chords in the first position should be established before entering Guitar 168.

168 GUITAR I
A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini.

268 GUITAR II
Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

368 GUITAR III
Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

468 GUITAR IV
Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Under the interinstitutional cooperation plan, lessons in some orchestral instruments are available at North Carolina State University. Credit and placement are earned on the same basis as other applied music.

Voice

Instructor Burt, Coordinator; Special Instructors Farrington, Goode.

154 FRESHMAN VOICE
Position and poise of the body; strengthening exercises for the vocal mechanism, supplemented by technical exercises for the vocal freedom. Simpler songs from classical literature. English and Italian pronunciation.

254 SOPHOMORE VOICE
Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

354 JUNIOR VOICE
More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

454 SENIOR VOICE
Technical work continued, stressing flexibility. Total repertory to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

Speech and Theater

Instructor Wharton, Coordinator; Instructor Lamb

Courses may fulfill humanities-fine arts area distribution requirements and/or lead to a minor in theatre or musical theatre.

225 FUNDAMENTALS OF SPEECH
This course is designed to familiarize the student with the basic concepts of public speaking and to develop her individual presentation style. Units include voice and body use for speech, non-verbal communication and speech organization, preparation and presentation. Offered both semesters. *Credit, three hours.*

226 ORAL INTERPRETATION
This course aims to familiarize the student with methods for selecting, analyzing, and interpreting written material for presentational readings. Units include poetry, prose, drama, and reader's theatre. Fall semester. *Credit, two hours.*

240 THEATRE PRACTICUM
This course is designed to give the student practical theatre experience through production work in the areas of acting, technical crews, and/or direction of a one-act play. All course specifications and assignments must be approved prior to registration by the instructor. May be taken a maximum of six times for credit. Offered both semesters. *Credit, one hour.*

357 INTRODUCTION TO THEATRE
This course is designed to give the student a basic understanding and experience in the art of theatre. A general exploration of the elements that comprise theatre, including such units as play attendance, acting, directing, the critic, the history, and literature. *Credit, three hours.*

358 ACTING
A course designed to familiarize the student with basics in dramatic presentation. Units include work in improvisation, stage movement, characterization, and scene study. *Credit, two hours.*

Students who wish advanced study in music, speech, and theatre should consult with the departmental chairman and arrange for it through the special studies options listed on page 75. Students may elect courses through the Cooperating Raleigh Colleges.

PSYCHOLOGY

Professor Huber, *Chariman;* Associate Professors Aubrecht and Mason; Assistant Professor Hornak.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

Psychology 100 is a prerequisite for all courses with the exception of Psychology 204, Developmental Psychology, where either Psychology 100 or Education 234 can serve as a prerequisite.

Requirements for a Major

A minimum of 31 semester hours in psychology including 100, 200, and 201. Majors are required to distribute their elective psychology courses by choosing at least two courses from each of the following areas:

Social (Psychology 204, 205, 206, 407)
Clinical (Psychology 304, 305, 306, 308)
Experimental (Psychology 307, 404, 405, 406)

100 GENERAL PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as development, motivation, learning, thinking, perception, testing, adjustment, personality, and social factors in behavior. *Credit, three hours.*

200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Credit will not be allowed for both Psychology 200 and Mathematics 245. *Credit, three hours.*

201 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, art, and ethics of general experimental psychology. Two original research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. *Credit, four hours.*

204 DEVELOPMENTAL PSYCHOLOGY

The effects of physical and social factors on human development from conception to death, with major emphasis on childhood and adolescence. Included topics: physical, perceptual, motor, language, cognitive, emotional, moral, and social development. Also listed as Home Economics 204. *Credit, three hours.*

205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities. Also listed as Home Economics 205. *Credit, three hours.*

206 PSYCHOLOGY OF SEX ROLES

The understanding of women from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of women, the effects of body states on personality, psychosomatic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles women play during their lifetimes. Offered spring semester only. *Credit, three hours.*

304 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Offered fall semester only. *Credit, three hours.*

305 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. Offered fall semester only. *Credit, three hours.*

306 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders; somatoform disorders, dissociative disorders, character disorders; psychoses; and chronic brain syndromes. *Credit, three hours.*

307 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers. Offered spring semester only. *Credit, three hours.*

308 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a client-centered approach; however, the student will be acquainted with other theories. *Credit, three hours.*

404 LEARNING

An introduction to experimental and theoretical issues in learning and to practical application of learning principles. Information treated includes classical and operant conditioning, human learning, and memory. Offered fall semester only. *Credit, three hours.*

405 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Offered spring semester only. *Credit, three hours.*

406 PHYSIOLOGICAL PSYCHOLOGY

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena. Offered fall semester only. *Credit, three hours.*

407 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attractions, affiliation and emotion, person perception, aggression, and altruism. Offered spring semester only. *Credit, three hours.*

SENIOR THESIS

The interested and qualifed student may elect to undertake a senior research project under the special studies option.

Students who wish to pursue individualized advanced study in psychology (e.g. advanced classes, research projects, internship experiences) may do so through the special studies options listed on page 75. Special studies have included classes in animal behavior, behavior modification, computer analysis of data, and industrial psychology; research projects in personality, developmental psychobiology, and social psychology; and internship experiences in clinical psychology and applied behavior therapy.

A student may elect courses through the Cooperating Raleigh Colleges.

RELIGION AND PHILOSOPHY

Professor Crook, *Chairman;* Professor Cochran; Associate Professor Page; Assistant Professors Starkey and Vance.

The department offers a major in religion.

The introductory courses in religion are designed to acquaint the student with biblical literature and faith as they are related to the contemporary world. The courses beyond the 100-level fall into three categories: biblical studies (courses numbered 262, 265, 266); religious history and thought (courses numbered 285, 381, 382, 384, 389); and religion and society (courses numbered 244, 245, 248, 341, 342, 346). The requirements for a major are sufficiently flexible to provide for the student's own personal development and for her choice of career preparation. Most students majoring in religion prepare for teaching, for a church-related career, or (in conjunction with other departments) for a career in social work or church music.

Requirements for a Major

Twenty-four hours in religion, including one course from each of the three categories, and including 497. At least one course in philosophy is recommended.

Religion

Prerequisite to all other courses in religion: Religion 100 *or* Religion 101 and 102.

100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken Religion 101 and/or 102. *Credit, three hours.*

101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A two-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken Religion 100. *Credit, six hours.*

244 CHRISTIAN ETHICS

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. *Credit, three hours.*

245 CHRISTIANITY AND OTHER RELIGIONS

A study of Christian attitudes toward the beliefs and practices of people of other faiths with an emphasis on such concepts as truth, salvation, and religion. *Credit, three hours.*

248 WORLD RELIGIONS

A survey and analysis of the great religions of the world in their interrelationships with an effort to understand what would be an adequate religion for modern man. *Credit, three hours.*

262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. *Credit, three hours.*

265 THE PROPHETIC ELEMENT IN RELIGION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. *Credit, three hours.*

266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul. *Credit, three hours.*

285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. *Credit, three hours.*

341 SOCIOLOGY OF RELIGION

A study of the the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as Sociology 331. *Credit, three hours.*

342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences. *Credit, three hours.*

346 RELIGION IN CONTEMPORARY SOCIETY

A study of the interplay of religion and social, economic, and political changes. *Credit, three hours.*

381 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership. *Credit, three hours.*

382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. *Credit, three hours.*

384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. *Credit, three hours.*

389 FOUNDATIONS OF CHRISTIAN THOUGHT

An introduction to Christian beliefs which explores such issues as the problems of religious knowledge, the existence of God, the problem of evil or suffering, the meaning of Christ, and the nature of faith. Introductory readings by Kierkegaard, Bonhoeffer, Tillich, and other contemporary thinkers. *Credit, three hours.*

497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Required of majors. *Credit, three hours.*

Philosophy

232 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion. *Credit, three hours.*

351 ANCIENT AND MEDIEVAL PHILOSOPHY

A survey of the theoretical foundations of Western civilization, particularly as developed in the cultures of Greece and Rome. *Credit, three hours.*

352 MODERN PHILOSOPHY

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours.*

Students who wish communtiy internships or advanced study or research in religion and philosophy should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

A student may elect courses through the Cooperating Raleigh Colleges.

SOCIOLOGY AND SOCIAL WORK

Assistant Professor Sumner, *Chairman;* Professor Syron; Associate Professor Tucker; Assistant Professors Bishop and Zingraff; Instructor Mackie.

The department offers a major in sociology and a major in social work with a Bachelor of Arts degree.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction.

The courses and programs prepare students for roles as educators, journalists, personnel administrators, city planners; for careers in government; and as leaders of opinion and of action in the community.

Field projects, community internships, volunteer experiences, and cooperative education placements are experiential learning opportunities available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

Either Sociology 230 or 260 required as a prerequisite for all other courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

Requirements for a Major in Sociology

Twenty-four hours in sociology, including 230, 374, 375, 489, or their equivalents, and 495.

Requirements for a Major in Social Work

Liberal Arts Courses: Biology 101; Sociology 230, 335, 374, 375; Psychology 100, 206; Political Science 100. (Twenty-two semester hours.)

Social Work Courses: Social Work 240, 301, 302, 303, 304, 401, 402, 403, and 404. (Thirty-two semester hours.)

The department strongly recommends that students who major in social work also meet the requirements for a major in an additional field of study.

Sociology

230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research. Offered both semesters. *Credit, three hours.*

231 SOCIAL PROBLEMS

An analysis of contemporary social problems from the sociological perspective; a critique of existing programs designed to deal with the problems. Students are required to do in-depth study of a selected problem and of proposals for more effective solutions. *Credit, three hours.*

260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. Offered both semesters. *Credit, three hours.*

331 SOCIOLOGY OF RELIGION

For description, see Religion 341. *Credit, three hours.*

335 AMERICAN ETHNIC RELATIONS

A study of present day racial and cultural minorities with emphasis upon scientific facts and changing attitudes and policies. *Credit, three hours.*

336 CRIMINOLOGY

An analysis of the nature and extent of criminal behavior; current practices in crime control. *Credit, three hours.*

337 THE COMMUNITY

A survey of the institutions and organizations within modern communities and of the problems arising out of them; special empahsis given such areas as parent-school-community relationships, social services, and recent trends in community social action. *Credit, three hours.*

338 THE FAMILY

A study of the structure and funtion of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. *Credit, three hours.*

360 COMPARATIVE CULTURES

An anthropological study of rapid modernization in Africa south of the Sahara or in other selected areas. No prerequisite required. *Credit, three hours.*

374 SOCIAL RESEARCH

Examination of concepts and procedures pertaining to social scientific inquiry with emphasis upon problem statement, measurement, analysis, and interpretation of data. Three class hours a week. Offered both semesters. Corequisite Sociology 375. Also offered as Political Science 375. *Credit, three hours.*

375 SOCIAL RESEARCH LABORATORY

Application of concepts and techniques presented in Sociology 374. Empahsis upon the practice of social research with special attention given to data processing and analysis and the use of statistics as a tool of research. (Equivalent of three class hours per week.) Offered both semesters. Corequisite Sociology 374. Also offered as Political Science 375. *Credit, one hour.*

489 SOCIAL THEORY

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Offered both semesters. *Credit, three hours.*

496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of basic sociological principles directed toward the analysis of selected topics and the presentation of projects to seminar members for evaluation and criticism. *Credit, two hours.*

Social Work

240 SOCIAL WORK AS A PROFESSION

An introduction to the development, fields, and values of the social work profession. Course provides class release time for a required thirty hours of volunteer work in a social agency. Offered fall and spring. *Credit, three hours.*

301 THE AMERICAN SOCIAL WELFARE INSTITUTION

A study of the current American welfare system as a social institution with an examination of its European beginnings. Includes a description of the current welfare system with an analysis of its service delivery system mechanisms. Fall semester only. *Credit, three hours.*

302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Spring semester only. *Credit, three hours.*

303 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

Utilization of the life-span as a framework for examining the impact of individual, organizational, cultural, biological, and community variables on human behavior. The systems framework is used to demonstrate how these variables interact to influence human behavior. The perspective on human behavior developed is utilized in the implementation of a generalist model of social work practice. Spring semester only. *Credit, three hours.*

304 SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND SMALL GROUPS

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by working with individuals, families, and small groups. The development of professional communication skills is also emphasized. Spring and fall semesters. *Credit, three hours.*

401 SOCIAL WORK PRACTICE WITHIN ORGANIZATIONS, COMMUNITIES, AND LARGER SOCIAL SYSTEMS

The generalist model of social work practice as implemented in the context of organizations, and society. The course uses videotape equipment to enhance the development of professional communication skills. Prerequisite: Social Work 304. Spring and fall semesters. *Credit, three hours.*

402 SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. Prerequisite: Social Work 304. Spring and fall semesters only. *Credit, 10 hours.*

403 FIELD INSTRUCTION SEMINAR

Students meet weekly for directed academic learning related to the integration of social work knowledge with social work practice. Written assignments are required as a demonstration of adequate development of profesional growth. Corequisite: Social Work 402. *Credit, two hours.*

404 RESEARCH APPLICATIONS FOR SOCIAL WORK PRACTICE

An examination and evaluation of research and issues of significance to the social work profession and the practice of social work. Also an emphasis on research methods necessary for monitoring and evaluating ongoing practice. Requires a major project to be presented to colleagues for professional dialogue. Fall and spring semesters. *Credit, two hours.*

405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are social work in education, social work in criminal justice, social work and the law, social work in private industry, and child welfare. Offered as needed. *Credit, one to four hours.*

A student may elect courses through the Cooperating Raleigh Colleges.

Students who wish community internships or advanced study or research in sociology or social work should consult with the departmental chairman or an appropriate faculty member to arrange for the special studies options listed on page 75.

College Directory

CORPORATION OFFICERS 1981

JOHN E. WEEMS
President

JOE BAKER
Vice President for
Business and Finance
(also serves as Secretary-Treasurer)

C. ALLEN BURRIS,
Vice President and
Dean of the College

SANDRA CAROL THOMAS
Vice President for
Student Development

JERRY McGEE
Vice President for
Institutional Advancement

JACK RIGNEY
Assistant Secretary

G. EUGENE BOYCE
General Counsel

BOARD OF TRUSTEES

SEBY B. JONES
Chairman

DAVID M. BRITT
Vice Chairman

HUBERT F. LEDFORD
Vice Chairman, Finance

JACK A. SNEEDEN
Vice Chairman, Development

HUGH G. ASHCRAFT
Vice Chairman, Instructional Programs

CLAUDE B. WILLIAMS, JR.
Vice Chairman, Buildings and Grounds

JOHN D. STONE
Vice Chairman, Student Development

L. GORDON SINCLAIR
Vice Chairman, Personnel Matters

EXECUTIVE COMMITTEE

SEBY B. JONES
Chairman

DAVID M. BRITT
Vice Chairman

HUGH G. ASHCRAFT

WAYNE M. COFFEY

MARY FRANCES DAVIS

ELIZABETH J. DOTTERER

WILTON R. DUKE, JR.

KATHARINE W. HODGIN

HUBERT F. LEDFORD

JAMES R. NANCE, JR.

MARGARET W. PARKER

MARY VIRGINIA POE

W. BRUCE RABON

JACK A. RIGNEY

L. GORDON SINCLAIR

JACK A. SNEEDEN

EARL W. SPANGLER

JOHN D. STONE

CLAUDE B. WILLIAMS, JR.

Term Expiration 1982

CLINE BORDERS
Shelby

WILTON R. DUKE, JR.
Farmville

KATHARINE W. HODGIN
Greenville

SEBY B. JONES
Raleigh

R. B. OUTLAND, JR.
Rich Square

BRUCE RABON
Fallston

J. C. STANLEY
Carthage

JOHN D. STONE
Southern Pines

LINDA B. THOMPSON
Mount Gilead

Term Expiration 1983

HUGH G. ASHCRAFT, JR.
Charlotte

DAVID M. BRITT
Raleigh

ELEANOR L. DAVIS
Winston-Salem

JONATHAN GULLICK
Belmont

L. H. HANCE
Eden

MARGARET W. PARKER
Winston-Salem

L. GORDON SINCLAIR
Raleigh

JACK A. SNEEDEN
Wilmington

EARL W. SPANGLER
Shelby

Term Expiration 1984

ELIZABETH J. DOTTERER
Sanford

WAYNE M. COFFEY
Wilkesboro

WILLIAM A. GRANBERRY
Raleigh

HUBERT F. LEDFORD
Raleigh

JAMES R. NANCE, JR.
Fayetteville

J. EARL POPE
Charlotte

JOHN A. SENTER
Lillington

GLENN WHITE
Rockingham

GLENN W. WILCOX
Asheville

Term Expiration 1985

KILTIE BAREFOOT
Benson

JANE BYRD
Hillsborough

MARY FRANCES DAVIS
Lincolnton

JAMES HAGWOOD
Robersonville

GEORGE McCOTTER
Lillington

ERNESTINE NEWMAN
Fayetteville

MARY VIRGINIA POE
Charlotte

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Durham

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Raleigh

WILLIAM G. DAUGHTRIDGE
Rocky Mount

BETTY DEDMON
Shelby

LUCILLE L. ELLIS
Cary

H. N. FRIEDLANDER
Raleigh

KATHY GARDNER
Shelby

LAURA HARRILL
Raleigh

JOHN B. HARRIS, JR.
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GROVER E. HOWELL
Weldon

ALMA JOHNSON
Memphis, Tenn.

BERTRAM A. JONES
Raleigh

GRACE B. KEITH
Lumberton

ROBERT L. KIRBY
Raleigh

CLARENCE KOESTER
Atlanta, Ga.

MABEL CLAIRE MADDREY
Raleigh

WILLIAM E. MANGUM
Raleigh

MARGARET C. MARTIN
Winston-Salem

IRENE MONEY
Madison

NAOMI E. MORRIS
Raleigh

KENNETH E. NYE
Raleigh

JAMES R. PADEN
Raleigh

PAULINE D. PERRY
Winston-Salem

MARGARET PRUITT
Louisburg

SARAH RAWLEY
Jamestown

E. KEMP REECE
Greensboro

FRANK E. ROBERTS
Charlotte

VIRGINIA L. ROBERTSON
Rocky Mount

MARY BIDDLE SEMANS
Durham

RONALD G. STAMEY
Raleigh

NORWOOD B. STARLING
Raleigh

SCOTT STIDHAM
Raleigh

WILLIAM R. STROUD
Raleigh

WILLIAM C. VICK
Raleigh

IRVING H. WAINWRIGHT
Richmond, Va.

WILLIAM H. WESTPHAL
Greensboro

STRAUGHAN H. WATKINS
Henderson

ALFRED WILLIAMS, III
Raleigh

W. FRED WILLIAMS
Greensboro

T. R. WORTHY
Research Triangle Park

WILLIAM L. WYATT, JR.
Raleigh

EMILY YELTON
Shelby

ALUMNAE ASSOCIATION

Officers 1981-82

(Date following name indicates year of graduation)

VIRGINIA WARREN POE, 1948
President
Charlotte

BETTY LESTER SMITH, 1966
Vice President
Ayden

CATHERINE ELIZABETH MOORE, 1950
Secretary
Raleigh

MYRA MOTLEY PRINCE, 1942
Past President
Raleigh

BETTIE GRIFFIN WATTS, 1966
Past President
Asheville

GLENDA CURRIN CURRIN, 1974
Director, Charlotte Region
Laurinburg

SARAH SMITH WATSON, 1953
Director, Elizabeth City Region
Whitakers

DORCAS STANLEY TAYLOR, 1944
Director, Fayetteville Region
Smithfield

MARGARET ANNE ENGLISH SMITH, 1956
Director, Greensboro Region
Raleigh

JENNIE NEWBOLD LEE, 1949
Director, New Bern Region
Wilson

KAREN HARRIS McMANUS, 1975
Director, Wilmington Region
Wilmington

KAY KENNEMUR SAINTSING, 1970
Director, Winston-Salem Region
Lexington

Committee Chairmen

SARAH MANGUM DANIEL, 1955
Public Information
Raleigh

BETH WOODY CARROLL, 1961
Awards and Recognition
Apex

JEAN GRIFFITH WALL, 1947
Education
Greensboro

JOY ADAMS LUCAS, 1964
Placement
Raleigh

DEAN DUNN CARLTON, 1963
Recruitment
Pinetops

JOYCE McINTYRE RUDISILL, 1942
Institutional Development and Scholarships
Charlotte

FACULTY (1981-82)

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HELENA W. ALLEN, M.Ed. (1952)
Assistant Professor of Health and Physical Education
B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)
Assistant Professor of Education
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

LYN G. AUBRECHT, Ph.D. (1974)
Associate Professor of Psychology
A.A., Thornton Jr. College; B.S., M.S. Illinios State University; Ph.D., Ohio State University.

JOE BAKER, A.B. (1966)
Vice President for Business and Finance
A.B., Mississippi College.

VERGEAN R. BIRKIN, A.M. (1963)
Assistant Professor of Geography
A.B., A.M., University of Colorado; graduate study, University of North Carolina at Chapel Hill.

CYNTHIA BISHOP, Ph.D. (1977)
Assistant Professor of Social Work
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Assistant Professor of Business
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MARTHA L. BOUKNIGHT, M.Ed. (1966)
Instructor of Mathematics
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BETTY WEBB BREWER, A.M. (1971) (1974)
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Professor of Biology
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CRAVEN ALLEN BURRIS, Ph.D. (1969)
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JAMES L. CLYBURN, M.S. (1958)
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BETTY H. COOK, M.H.E. (1976)
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TERESA CROSS, Ph.D. (1981)
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CHARLES A. DAVIS, Ph.D. (1967)
Associate Dean and Registrar
Professor of Mathematics
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SARAH ENGLISH, Ph.D. (1979)
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A.B., Duke University; Ph.D., University of North Carolina at Chapel Hill.

JAMES C. B. FOGLE, Ph.D. (1977)
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B.S., M.S., Virginia Polytechnic Institute and State University.

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ISABELLE HAESELER, M.S.M. (1956)
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LYNNE HENDERSON, M.L.S. (1976)
Reference Librarian
A.B., Mount Holyoke College; M.R.E., Drew University; M.L.S., Rutgers University.

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A.B., University of Virginia; A.M., Ph.D., Harvard University.

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LUTHER M. HUGGINS, A.A. (1969)
Director of Equitation
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JAMES R. JOHNSON, III, Ph.D. (1979)
Assistant Professor of Business
A.B., Elmhurst College; Ph.D., Duke University.

MARY S. JOHNSON, Ed.D. (1980)
A.B., A.M., Western Carolina University; Ed.D., Duke University.

MARY BLAND JOSEY, M.Ed. (1953)
Director of Admissions
A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

CAROL R. KEPLER, Ph.D. (1981)
Assistant Professor of Biology
A.B., Oberlin College; Ph.D., University of North Carolina at Chapel Hill.

IONE KEMP KNIGHT, Ph.D. (1956)
Professor of English
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VIVIAN KRAINES, Ph.D. (Spring 1979)
Assistant Professor of Mathematics
A.B., Ph.D., University of California.

ANN W. KURTZ, Ph.D. (1979)
Associate Professor of Foreign Languages
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SARAH McCULLOH LEMMON, Ph.D. (1947)
Acting Dean of Continuing Education
Professor of History
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CHARLES P. LEWIS, III, Ph.D. (1980)
Assistant Professor of Chemistry
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JONATHAN A. LINDSEY, Ph.D. (1977)
Associate Dean and College Librarian
A.B., George Washington University; B.D., Ph.D., Southern Baptist Theological Seminary; M.S.L.S., University of Alabama.

W. DAVID LYNCH, D.M.A. (1969)
Professor of Music
Mus.B., Oberlin College; Mus.M., D.M.A., Performer's certificate, Eastman School of Music; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

FRANCES L. McCACHERN, Ed.D. (1980)
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JOE MARON, M.F.A. (1972)
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MARIE MASON, Ph.D. (1969)
Associate Professor of Psychology
Director of Health Services
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REBECCA J. MURRAY, Ed.D. (1974)
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MELVIN J. OLIVER, JR., M.B.A. (1978)
Instructor of Business
B.B.A., Wake Forest University; M.B.A., University of Pennsylvania.

ALLEN F. PAGE, Ph.D. (1973)
(On Sabbatical leave, Spring 1982)
Associate Professor of Religion
A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Theological Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

THOMAS C. PARRAMORE, Ph.D. (1962)
Associate Professor of History
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

CLEO PERRY, A.B. (1975)
Director of Alumnae Affairs
A.B., Meredith College.

BRENT A. PITTS, Ph.D. (1981)
Assistant Professor of Foreign Languages
A.B., A.M., Ph.D., Indiana University.

DOROTHY K. PRESTON, Ph.D. (1961)
Associate Professor of Mathematics
A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D., North Carolina State University.

ROBERT K. REID, Ph.D. (1979)
Assistant Professor of Biology
B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

NORMA ROSE, Ph.D. (1937)
Professor of English
A.B., Meredith College; A.M., University of North Carolina; Ph.D., Yale University.

DONALD C. SAMSON, JR., Ph.D. (1976)
Assistant Professor of English
A.B., Cornell University; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, North Carolina State University; Princeton University.

SURINDER SANDHU, M.B.A. (1981)
Instructor of Business
B.S., M.B.A., North Carolina Central University.

ROBERTA SEABROOK, Ph.D. (1978)
Assistant Professor of Foreign Languages
A.B., Adelphi University; Ph.D., City University of New York.

REGINALD B. SHIFLETT, Ph.D. (1978)
Associate Professor of Chemistry
B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)
Instructor of Photography and Foreign Languages
A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

EVELYN P. SIMMONS, M.S. (1962)
Assistant Professor of Economics
B.S., Georgia State College for Women; M.S., University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

DOROTHY J. SIZEMORE, A.M.
Dean of Students
A.B., William Jewell College; A.M., Georgetown College.

LAROSE F. SPOONER, M.A.T. (1967)
Assistant to the President
A.B., Tift College; M.A.T., Duke University; graduate study, North Carolina State University.

PEGGY STARKEY, Ph.D. (1980)
Assistant Professor of Religion
A.B., Southern Methodist University; M.Div., S.T.M., M.Phil., Ph.D., Union Theological Seminary.

VIRGINIA STEINMETZ, Ph.D. (1981)
Assistant Professor of English
A.B., Wheaton College; A.M., Temple University; Ph.D., Duke University.

CHARLES V. STEWART, Ph.D. (1976)
Assistant Professor of Politics
A.B., Haverford College; M.A., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill.

MARILYN M. STUBER, Ed.D., (1965)
Associate Professor of Home Economics
B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

EUGENE M. SUMNER, D.S.W., (1973)
Assistant Professor of Social Work
A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

LESLIE W. SYRON, Ph.D. (1945)
Professor of Sociology
A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

LOUISE TAYLOR, Ph.D. (1978)
Assistant Professor of English
A.B., Swarthmore College; A.M., Florida State University; M.A., Duke University; Ph.D., Florida State University.

OLIVE D. TAYLOR, M.Ed. (1970)
Instructor of Mathematics
B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University, Appalachian State University.

SANDRA CAROL THOMAS, Ph.D. (1974)
Vice President for Student Development
A.B., University of Texas; M.S., Indiana University; Ph.D., Saint Louis University.

CHARLES R. TUCKER, Ph.D. (1966)
Associate Professor of Sociology
A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)
Assistant Professor of Music
A.B., Adelphi University; Mus.M., Butler University, Ph.D., Eastman School of Music.

ROBERT L. VANCE, Ph.D. (1981)
Assistant Professor of Religion and Philosophy
A.B., Davidson College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University.

JOHN EDGAR WEEMS, Ed.D. (1972)
President
B.S., A.M., Ed.D., George Peabody College.

SUSAN B. WESSELS, M.B.A. (1978)
Instructor of Business and Economics
A.B., Grove City College; M.B.A., DePaul University.

ROBERT WHARTON, A.M. (1981)
Instructor of Drama and Speech
B.F.A., Virginia Commonwealth University; A.M., University of Connecticut; graduate study, Florida State University.

ED R. WHEELER, Ph.D. (1980)
Associate Professor of Mathematics
A.B., Samford University; Ph.D., University of Virginia.

DEBORAH B. WHELAN, A.M. (1978)
Instructor of Health and Physical Education
B.S., East Stroudsburg State College; A.M., American University.

LEONARD WHITE, A.M. (1964)
Associate Professor of Art
A.B., A.M., University of North Carolina at Chapel Hill.

HERBERT H. WILLIAMS, Ph.D. (1977)
Technical Services Librarian
A.B., Duke University; A.M., Ph.D., Princeton University; M.S.L.S., University of North Carolina at Chapel Hill.

LARRY C. WILLIAMS, Th.M. (1973)
College Minister
A.B., Wake Forest University; Th.M., Southeastern Baptist Theological Seminary; additional study, Theological Seminary, Drew University.

BURGUNDE WINZ, A.M. (1978)
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RHONDA M. ZINGRAFF, Ph.D. (1979)
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NEW FACULTY APPOINTMENTS - 1982-83

(As of May, 1982)

JOAN CASSILLY, Ph.D. (1982)
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ELLEN IRONSIDE, Ph.D. (1982)
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DIANE ROSEN, A.M. (1982)
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PENNY F. SCOTT, A.M. (1982)
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B.S., A.M., Appalachian State University.

BERNICE T. SHUEY, M.B.A. (1982)
Instructor of Business
B.S., Southwest Missouri State University; M.B.A., University of Dayton.

MARY L. THOMAS, A.M. (1982)
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A.B., Ohio University; A.M., University of Michigan.

DANIEL E. TODD, JR., Ph.D. (1982)
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MEREDITH L. BRATCHER, A.M. (1982)
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GWENDOLYN V. CLAY, A.M. (1982)
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BARBARA CULBERTSON, A.M. (1982)
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B.S., A.M., East Carolina University; Ph.D., University of North Carolina at Chapel Hill.

SAMUEL T. WYRICK, III, J.D. (1982)
Part-time Instructor of Business
A.B., Harvard University; J.D., Duke University.

PAUL M. ZIPIN, PH.D. (1982)
Part-time Instructor of Business
A.B., Temple University; A.M., Pennsylvania State University; Ph.D., University of Connecticut.

PART-TIME FACULTY (1981-82)

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

MARTHA B. ABERNETHY, Mus.M. (1975)
Instructor of Music
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JAN ADAM (1980)
Instructor of Music

RICHARD H. BEHRMAN, M.B.A. (1980)
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RACHEL M. BROWN, B.S. (1978)
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CELIA BUCK, B.S. (1981)
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MARILYN BUDROW (1981)
Instructor of Music

CURTIS CRAVER, JR. (1979)
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ALICE W. DAUGHERTY, Mus.B. (1971)
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JANICE LEE, Ph.D. (1981)
Instructor of Education
A.B., A.M., University of California at Los Angeles, Ph.D., North Carolina State University.

SUSAN LOHR, Mus.M. (1981)
Instructor of Music
Mus.B., Mus.M., University of Kentucky.

TOM L. LOHR, Mus.M. (1979)
Instructor of Music
Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

MARY JO LOREK, Mus.M. (1980)
Instructor of Music
Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

MARILYN S. LYNCH, A.M. (1971)
Instructor of Music
Mus.B., Syracuse University; A.M., Eastman School of Music.

ANDREW McKAY, A.B. (1981)
Instructor of Education
A.B., University of North Carolina at Greensboro.

ANNE MACKIE, M.S.W. (1981)
Instructor of Social Work
A.B., Beaver College; M.S.W., University of North Carolina at Chapel Hill.

SALLE C. MURRAY, A.M. (1981)
Instructor of English
A.B., Meredith College; A.M., North Carolina State University.

HUGH PARTRIDGE, Mus.M. (1980)
Instructor of Music
Mus.B., Indiana University; Mus.M., Butler University.

MARTA PARTRIDGE, Mus.B. (1981)
Instructor of Music
Mus.B., New England Conservatory.

JANICE PEERY, Mus.M. (1979)
Instructor of Music
Mus.B., University of Western Ontario; Mus.M., University of North Carolina at Chapel Hill.

VINCENT C. PHILLIPS, Mus.M. (1980)
Instructor of Music
Mus.B., Mus.M., University of Cincinnati.

CHRISTINA A. PRITCHARD, A.B. (1976)
Instructor in Equitation
A.B., Meredith College.

NANCY RADFORD, Mus.B. (1979)
Instructor of Music
Mus.B., Meredith College.

LOUISE REISS, A.M. (1980)
Instructor of Foreign Languages
A.B., Pennsylvania State University; A.M., University of North Carolina at Chapel Hill.

ELEANOR G. REUER, M.F.A. (Spring 1978)
Instructor of Art
B.F.A., University of North Carolina at Greensboro; M.F.A., University of North Carolina at Chapel Hill.

NANCY RIVA-PALACIO, A.M. (1979)
Instructor of Music
A.B., Westhampton College; A.M., Columbia University; Certificat d'Etudes, Sorbonne, University of Paris.

THEODORE C. RUSSELL, Ph.D. (1977)
Instructor of Music
B.S., North East Missouri State Teachers College; M.M., Northwestern University; Ph.D., University of Minnesota.

SANDRA SAPPENFIELD, M.Ed. (1981)
Instructor of Synchronized Swimming
B.S., Appalachian State University; M.Ed., North Carolina State University.

NANCY C. SASNETT, M.Ed. (1971)
Instructor of Business
B.S., Pfeiffer College; M.Ed., Univeristy of North Carolina at Greensboro.

JOHN SKVARLA, J.D. (Spring 1979)
Instructor of Business
A.B., Manhattan College; J.D., University of North Carolina at Chapel Hill.

RICHARD SOUTHWICK, A.M. (1972)
Instructor of Music
B.S., A.M., Ohio State University.

MICHAEL STOUGHTON, Mus.B. (1980)
Instructor of Music
Mus.B., Julliard School of Music

JANE W. SULLIVAN (1966) (deceased April, 1982)
Assistant Professor of Music
A.B., Mus.B., Meredith College; graduate study, University of North Carolina at Chapel Hill.

JOHN SULLIVAN, A.B. (1981)
Instructor of Mathematics
A.B., University of St. Thomas; graduate study, North Carolina State University.

PAMELA WHITLOW, Mus.B. (1977)
Instructor of Music
Mus.B., Southern Illinois University.

BRENDA WINDHAM, Mus.M. (1979)
Instructor of Music
B.M.E., Central Methodist College; Mus.M., New England Conservatory.

INGE WITT, A.B. (1976)
Instructor of Music
A.B. Hons., London University; Elementary Certificiate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

FACULTY EMERITI

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HAZEL BAITY, A.B., in L.S. (1941)
Librarian
A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

LILA BELL, M.Ed. (1941)
Associate Professor of Education
A.B., University of North Carolina at Greensboro; M.Ed., Duke University; graduate study, Columbia University, University of North Carolina at Chapel Hill.

ERNEST F. CANADAY, Ph.D. (1920)
Professor of Mathematics
A.B., William Jewell College; A.M. Missouri University; Ph.D., Duke University.

HARRY E. COOPER, Mus.D. (1937)
Professor of Music
A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory; Fellow, American Guild of Organists; Guy Weitz, London.

JANE G. DEESE, A.M. (1945)
Technical Services Librarian
A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

BEATRICE DONLEY, Mus.B. (1972)
Professor of Music
Mus.B. (Voice), Mus.B. (Public School Music), West Virginia University; voice with Horatio Connell, Julliard School of Music; voice with Adelaide Gescheidt, New York.

JAMES H. EADS, JR., M.S. (1958)
Assistant Professor of Biology
A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

HARRY K. DORSETT, A.M. (1941)
Associate Professor of Education
A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

LOUISE E. FLEMING, A.M. (1950)
Dean of Students
A.B., Meredith College; A.M., Columbia University; graduate study, Union Theological Seminary, University of Chicago Divinity School.

SUSAN FREUND, Ph.D. (1947)
Associate Professor of Foreign Languages
Ph.D., University of Heidelberg.

MAE F. GRIMMER, A.B. (1916)
Director of Alumnae Affairs
A.B., Meredith College.

MARY LYNCH JOHNSON, Ph.D. (1918)
Professor of English
A.B., Meredith College; A.M., Columbia University; Ph.D., Cornell University; L.H.D., Wake Forest University; post-doctoral research, British Museum, Cambridge University, Oxford University, University of London.

HELEN JONES, A.M. (1969)
Instructor of English
A.B., A.M. University of North Carolina at Greensboro.

MARGARET C. MARTIN, A.M. (1953, 1964)
Director of Alumnae Affairs
A.B., Meredith College; A.M., Columbia University.

STEWART A. NEWMAN, Th.D. (1973)
Professor of Philosophy
A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; post-doctoral study; Duke University, Northwestern-Barrett, University of Rochester.

LEISHMAN A. PEACOCK, Ph.D., (1948)
Professor of English
A.B., A.M., Wake Forest University; Ph.D., Pennsylvania State University; graduate study, Columbia University.

STUART PRATT, Mus.M. (1942)
Professor of Music
A.B., Hartwick College; Mus.B., Philadelphia Musical Academy; Mus.M., Syracuse University; two years in Berlin, Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri.

DAVID R. REVELEY, Ph.D. (1955)
Professor of Education
A.B., Hampden-Sydney College; A.M., Ph.D., University of Virginia.

JOHN A. YARBROUGH, Ph.D. (1943)
Professor of Biology
A.B., Oklahoma Baptist University; M.S., University of Oklahoma; Ph.D., State University of Iowa; graduate study, Northwestern University.

MARY YARBROUGH, Ph.D. (1928)
Professor of Chemistry and Physics
A.B., Meredith College; M.S., North Carolina State University ; Ph.D., Duke University.

ADMINISTRATION (1982-83)

The date in parentheses indicates the year in which the individual joined the Meredith administration.

Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)
President

LaROSE F. SPOONER, M.A.T. (1967)
Assistant to the President

EVE P. DULANEY (1979)
Administrative Secretary

MARY LYNCH JOHNSON, Ph.D. (1918)
Professor Emeritus and College Historian

Academics

Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean

ANNE E. PICKARD, A.A. (1974)
Administrative Secretary

DOTTY LOU GANDY (1979)
Secretary to the Faculty

BETTY P. WALL, B.A. (1982)
Secretary to the Faculty

PENNY SMITH (1979)
Secretary to the Faculty

DORIS WALL (1971)
Secretary to the Faculty

BETTY JEAN YEAGER, A.B. (1948)
Secretary to the Faculty

Office of the Registrar

CHARLES A. DAVIS, Ph.D. (1967)
Associate Dean and Registrar

SUE TODD, A.B. (1968)
Assistant Registrar

LAURA BURAKOWSKI (1978)
Records Secretary

CATHY SISK, A.B. (1980)
Secretary

Library

JONATHAN A. LINDSEY, Ph.D. (1977)
Associate Dean and College Librarian

LYNNE HENDERSON, M.L.S. (1976)
Reference Librarian

ROBERT G. FRACKER, A.M. (1962)
Library Assistant, Reference

HERBERT H. WILLIAMS, Ph.D. (1977)
Technical Services Librarian

DOROTHY QUICK, B.S. (1970)
Circulation Librarian

ALICE McNEIL (1976)
Library Assistant

GERALDINE SARGENT (1978)
Secretary

JUDITH SCHUSTER, B.S. (1981)
Library-Intern Reference

MARGARET SEXTON (1957)
Library Assistant

CAROL SMITH (1981)
Assistant, Music Library

FRANCES HANNAH (1977)
Acquisitions

Office of Continuing Education

ELLEN IRONSIDE, Ed.D. (1982)
Associate Dean and
Director of Continuing Education

ANNE C. DAHLE, M.Ed. (1972)
Director of Credit Programs and Couseling

EMILY P. JOHNSON, J.D. (1979)
Director of Legal Assistants Program

BARBARA H. WILLIS, M.Ed. (1978)
Program Coordinator

BETTY BASS (1982)
Secretary

International Studies

ROGER CROOK, Ph.D. (1949)
Coordinator

Business and Finance

Office of the Vice President for Business and Finance

JOE BAKER, A.B. (1966)
Vice President

EUNICE WILLIAMS (1975)
Controller

JOHN GILES, A.B. (1981)
Chief Accountant

VIRGINIA SCARBORO, A.A. (1961)
Administrative Secretary

JILL JENKINS, B.S.(1980)
Accounts Receivable Clerk

CINDIE FOUTS, A.B. (1980)
Accounts Payable Clerk

Computer Services

GLENWOOD SANDERSON (1981)
Director of Computer Services

SAMUEL COLLINS (1973)
Director of Operations

GINNY BENNER (1982)
Computer Operator

DEBRA MYATT (1982)
Word Processing Operator

College Calendar and Summer Programs

MARIE MASON, Ph.D. (1969)
Coordinator

College Store and Post Office

DRU M. HINSLEY, A.B. (1953)
Manager

RUTH L. GOWER (1959)
Assistant Manager

SHEILA TROXLER (1974)
Post Office Clerk

FRANCES GILLIS (1973)
Store Clerk

KATHRYN REED, A.B., (1979)
Store Clerk

LOLA STUART (1976)
Snack Bar Clerk

PEARL THOMAS (1981)
Snack Bar Clerk

Central Services

SHERRY BONURA (1981)
Director

LESIA GOODWIN (1979)
Operator

Food Services (ARA Slater)

CONNIE BRANCH (1981)
Manager

ALICE F. RENEGAR (1971)
Banquet Manager

Building and Grounds

HARRY SIMMONS (1949)
Superintendent

GINA HICKS (1982)
Secretary

LON AVENT (1972)
Electrician

SAMUEL WILDER (1979)
Carpenter

DORSEY ADAMS (1978)
Horticulturist

THOMAS EDMONDSON (1977)
Carpenter

Maintenance

WILLIAM FINCH
BRUCE HOLLOWAY
MICHAEL HUNT
ARTHUR JONES
JAMES JONES
WILLIE KING
JAMES McDONALD
JOHNNIE O'CONNELL
JOHNNY PATTERSON
DARNELL SMITH
EDDIE TURNER
ROOSEVELT WILLIAMS

Security

DANIEL G. SHATTUCK
Chief Security Officer

W. W. ADAMS
WORTH BAILEY
ROGER BLEVINS
WILLIAM GRINER
CHARLES JACKSON
SHERWOOD JONES
E. B. LAWRENCE
V. C. MEDLIN
AUBREY UNDERWOOD
LEROY POLLARD
CHARLES SOCKELL

Stables

LUTHER M. HUGGINS, A.A. (1969)
Manager

Switchboard

BONNIE SHATTUCK (1979)

JANICE SHATTUCK (1974)
Operators

Residence Halls Maintenance

MARY W. LILES (1960)
Director of Housekeeping Services

NELLIE PENNINGTON (1966)
Assistant Director of Housekeeping Services

Housekeepers

LILLIE BADGETT
MARY ELIZABETH BELL
DOROTHY LEE BOYKIN
DORIS CLINTON
MARJORIE COLLINS
CURLIE FULLER
CORA LASSITER
ESSIE LEACH
PAULINE McCULLERS
MADIE LITTLE
LUCRETIA PETERSON
MABLE ROBINSON
LOIS ROWLAND
NOAMI SANDERS
ANNIE RUTH SMITH
BEATRICE STRICKLAND
MARTHA WARREN
RUTH WILKERSON

Student Development

Office of the Vice President for Student Development

SANDRA C. THOMAS, Ph.D. (1974)
Vice President

PATRICIA BARKER (1982)
Administrative Secretary

Office of the Dean of Students

DOROTHY J. SIZEMORE, A.M. (1980)
Dean

CINDY MAYS, B.Mus. (1979)
Administrative Assistant/
Coordinator of Housing

TERESA PARKER, A.B. (1980)
Resident Adviser

ANNE HUFFMAN, B.Mus. (1981)
Resident Adviser

PATRICIA VIPERMAN (1982)
Resident Adviser

MADELINE TEETSELL (1976)
Resident Adviser

FRANCES THORNE (1962)
Resident Adviser

Office of Admissions

MARY BLAND JOSEY, M.Ed. (1953)
Director

SUE E. KEARNEY, A.M. (1966)
Associate Director

NANCY B. STANTON, B.S. (1980)
Assistant Director

GEORGANNE B. GRIFFIN, A.B. (1982)
Counselor

ANNE C. PUGH, A.B. (1977)
Secretary

REBECCA GRESHAM, B.S. (1982)
Secretary

CAROLYN STONE (1980)
Secretary

Office of the Campus Minister

SAMUEL BANKS CAROTHERS, M.Div. (1982)
Campus Minister

Secretary

Career Services and Cooperative Education

MARIE W. CAPEL, M.Ed., (1971)
Director

BARBARA MUTSCHLER, M.Ed. (1979)
Assistant Director

SHIRLEY IHNEN, B.S. (1974)
Coordinator of Cooperative Education

CLETA JOHNSON (1979)
Secretary

Office of Financial Aid

AUDREY GARDNER, A.A. (1969)
Director

ALBERTA HAWES (1976)
Secretary

Guidance and Counseling

MARGE SHELTON, A.M. (1981)
Counselor

Health Services

MARIE MASON, Ph.D., R.N. (1969)
Director

PATRICIA BROOMHALL, M.D. (1980)
Physician

SIDNEY MARTIN, M.D. (1972)
Physician

RUTH PEARCE, R.N. (1980)
Nurse

GEORGIA STEPHENS, R.N. (1979)
Nurse

FRONIA THACKER, B.S., R.N. (1975)
Nurse

Student Activities

Coordinator

Secretary

Institutional Advancement

Office of the Vice President for Institutional Advancement

JERRY E. McGEE, Ed.D. (1980)
Vice President

SHARON WOODLIEF (1972)
Administrative Secretary

GERALDINE MYERS (1978)
Secretary/Receptionist

MARTHA HARRELL (1979)
Accounting Clerk

Church Relations

CAROLYN C. ROBINSON, A.B. (1958)
Director
College Editor

Corporate and Parent Relations

JOHN B. LINDERMAN, B.S. (1980)
Director

Alumnae Affairs

CLEO G. PERRY, A.B. (1975)
Director

CATHERINE DINGMAN (1981)
Secretary

Information Services

WILBURN L. NORTON, JR., A.B. (1970)
Director

PATRICIA O. QUICK (1980)
Secretary

Planned Giving

JOHN B. HIOTT, M.Div. (1968)
Director

ANNE M. PURCELL, A.B. (1974)
Secretary

Cooperating Raleigh Colleges

ROSALIE P. GATES, Ph.D. (1981)
Director

BUILDINGS AND GROUNDS

JONES CHAPEL projects a visible symbol of Meredith's commitment to Christian education. Named the Christina Brown and Seby Brown Jones Chapel in honor of Mr. and Mrs. Jones of Raleigh, the chapel contains the campus minister's office, secretary/receptionist's office, kitchen, commons room, library/reading room, and visiting speaker's office behind the sanctuary and a bride's room in front of the sanctuary. Mr. and Mrs. Jones have been strong supporters of the College. Mr. Jones has served as chairman of the Board of Trustees and Board of Associates.

JOHNSON HALL, named in memory of Livingston Johnson and located at the front center of the campus, is the administration building which houses reception rooms and most administrative offices.

CARLYLE CAMPBELL LIBRARY is named in honor of Meredith's fourth president, Carlyle Campbell, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, space for the library's book collection (now more than 100,000 volumes), and facilities that a college such as Meredith needs in educational services.

JOYNER HALL is a classroom building for most courses in education, English, foreign languages, history and politics, psychology, religion and philosophy, and sociology and social work. In addition, it contains offices for faculty, a small auditorium equipped with visual aids, a photographic darkroom, seminar rooms, a lounge, and a kitchenette. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

HUNTER HALL, named for Jospeh Rufus Hunter, provides classrooms and laboratories for biology, chemistry, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is available for experiemental purposes.

SHEARON HARRIS BUILDING, constructed in 1982, is a classroom building for the departments of business administration and economics and mathematics. In addition to classrooms, seminar rooms, and faculty offices, the building also contains two conference rooms, a reading room, faculty lounge, and kitchen. It is named in honor of the late Shearon Harris who served the College as a trustee for more than a decade. He also served as chairman of the Board of Trustees and Board of Associates.

ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. Named for Ellen Dozier Brewer, member of the faculty for 57 years, the Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a student's study, an office for the supervisor, a living room, family room, and kitchen.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses an auditorium – a place of many functions for the college community and for off-campus groups as well. The building was renovated in 1978 for the use of speech, drama, and art. A modern photographic laboratory and light studio and an art gallery were included in the renovations. Some music practice rooms, studios, and classrooms are located in the building.

COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. The organ is named in honor of Harry E. Cooper, former Department of Music chairman for over 30 years, and was installed in 1970. It is a three-manual, 35-rank concert instrument with classic voicing, built by the Austin Organ Company. The organ is used for recitals, chapel services, teaching, and practicing.

HARRIET MARDRE WAINWRIGHT MUSIC BUILDING, a two-story brick and masonry structure adjacent to Jones Hall, houses a music library, faculty lounge, five offices, three classrooms, eight practice rooms, and 22 teaching studios. Also included in the 21,000 square foot building is the 175-seat Clara Carswell Concert Hall named in honor of Mrs. Guy T. Carswell. The music and fine arts building, named in honor of Mrs. Irving H. Wainwright, was dedicated in 1977.

WEATHERSPOON PHYSICAL EDUCATION – RECREATION BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, an indoor swimming pool, and offices for the Department of Health, Physical Education, and Recreation. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS house 140-170 students each. The majority of the housing accommodations in these multiple-story residence halls follow the suite arrangement of two rooms and a bath for four students; two students occupying a room. The exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but do offer comparable bath facilities. Some rooms on these floors house three students and some house one student.

Telephones are available on each floor, and students may have them installed in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls. The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield; Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family, respectively.

BELK DINING HALL, large enough to accommodate the student body; may be reached from most residence halls by covered breezeways. Dedicated in 1970, Belk Dining Hall was named in honor of Carol Grotnes Belk.

DELIA DIXON CARROLL INFIRMARY AND RESIDENCE HALL was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students and four rooms for three, two of which have a private bath and two which are joined by a bath. The first floor of Carroll houses the infirmary which has a nurse in residence and a doctor on call 24 hours a day for any medical needs that might arise. The infirmary is well-equipped, contains eight beds, and is completely air-conditioned.

MAE GRIMMER ALUMNAE HOUSE includes offices of the alumnae association, as well as bedroom suites for guests of the College. There are also a reception room and kitchen for social events. For 36 years Mae Grimmer was executive secretary of the alumnae association, and the house is named in her honor.

FAW GARDEN, located between the Harriet Mardre Wainwright Music Building, Jones Hall, and Heilman Residence Hall, includes a partially enclosed courtyard of brick and garden areas. The garden, named in honor of the J. C. Faw family, includes a variety of evergreen and deciduous plants.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove to the south of Jones Hall, the amphitheater overlooks a four and a half acre lake. An island stage separated from the amphitheater by a moat is complete with lighting and sound systems, making the theater ideally suited for outdoor performances and general college programs. Named for Elva Bryan McIver of Sanford, North Carolina, the amphitheater was made possible by a bequest from this friend of the College.

CATE CENTER contains continuing education facilities, including the 240-seat Kresge Auditorium, offices for counseling and career services; the student supply store, snack bar, student government offices, student publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used to entertain students and other constituents of the College. The house is named in honor of Dr. Luther M. Massey and his wife, Vivian Dawson Massey, in appreciation of their service to Meredith.

MARTIN EQUITATION ARENA is located behind Weatherspoon Physical Education-Recreation Building. A standard size show ring, the arena was dedicated in 1976 in honor of Zeno Martin and Lorna Bell Broughton.

SHAW FOUNTAIN is positioned on the front center campus near the entrance to the administration building. The six water spouts control 10 water height stages and are illuminated by 20 multi-colored lights. Named in honor of Henry M. Shaw and his wife, Blanche M. Shaw, the 20-foot circular fountain was dedicated in 1974.

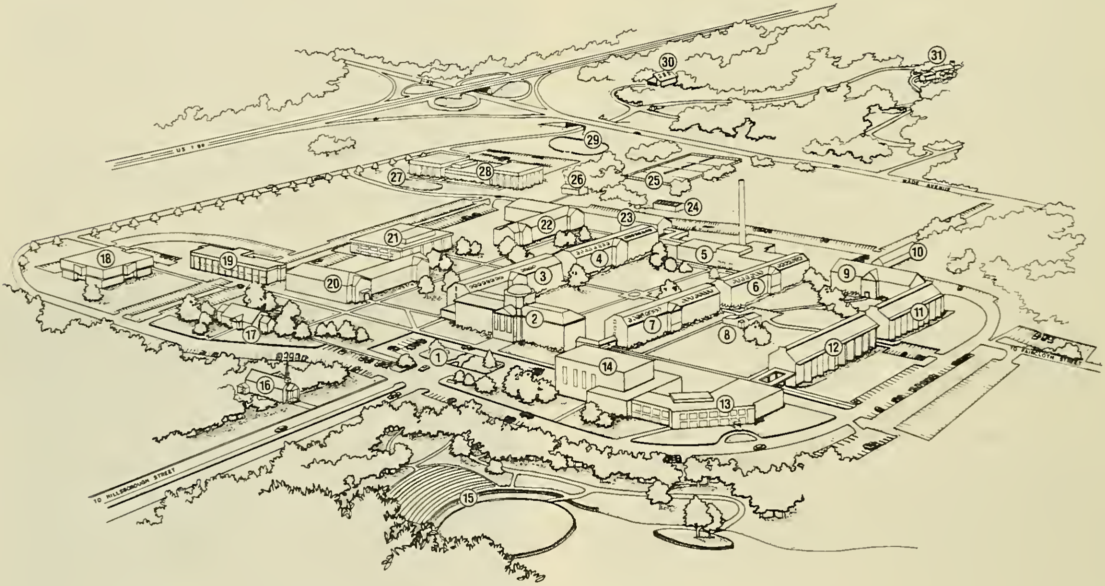
MEREDITH COLLEGE STABLES accommodate approximately 40 college-owned horses. Facilities are there for classroom sessions in equitation was well as for outdoor and indoor riding.

LOCATION

Located in central North Carolina, Raleigh, home of Meredith College, is a growing city of approximately 156,000 people. The campus, however, is on the western outskirts of the city, and the 225 acreas are unspoiled by commercial or residential development. Situated at the junction of two major highways—U.S. 1 and 64 and Interstate 40—there is easy access to other major cities. The Raleigh-Durham Airport, serving the major airlines, is just eight miles from the campus.

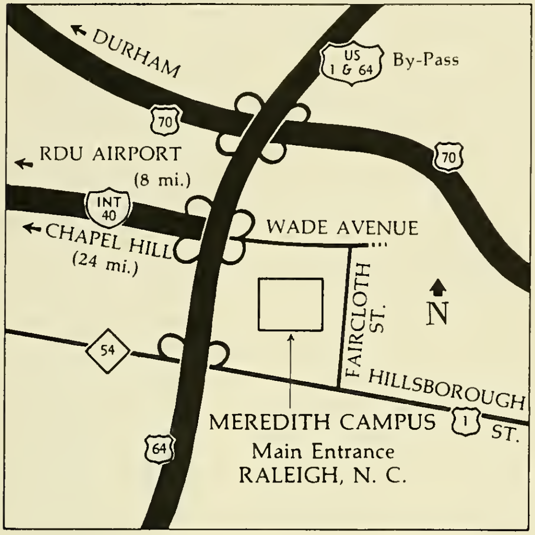
Raleigh is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill. Raleigh is also the home of North Carolina State University. Approximately 25 miles away is Chapel Hill, the site of the University of North Carolina. Duke University is 17 miles away in Durham. Wake Forest University, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities while others enjoy the beaches of coastal North Carolina.



Campus Map

1.Shaw Fountain, 2.Johnson Hall (administration), 3.Vann Residence Hall, 4.Stringfield Residence Hall, 5.Belk Dining Hall, 6.Faircloth Residence Hall, 7.Brewer Residence Hall, 8.Temporary Art Studio, 9.Poteat Residence Hall, 10.Maintenance Shop, 11.Barefoot Residence Hall, 12.Heilman Residence Hall, 13.Harriet Mardre Wainwright Music Building, 14.Jones Hall (auditorium, drama, art), 15.Elva Bryan McIver Amphitheater, 16.Christina Brown and Seby Brown Jones Chapel, 17.Mae Grimmer Alumnae House, 18.Cate College and Continuing Education Center, 19.Shearon Harris Building for Business Administration, 20.Joyner Hall (liberal arts), 21.Carlyle Campbell Library, 22.Hunter Hall (science, home economics), 23.Delia Dixon Carroll Infirmary and Residence Hall (infirmary, first floor; residence, second floor), 24.Continuing Education Office, 25.Tennis Courts, 26.Ellen Brewer Home Management House, 27.Golf Putting Green, 28.Weatherspoon Physical Education-Recreation Building, 29.Zeno Martin Arena, 30.Meredith Stables, 31.Massey House (president's residence).



By Auto

Easy access to the Meredith College campus is provided by Interstate 40 and U.S. 1 and 64 (by-pass). The campus is situated on the western-most side of Raleigh and is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the south by Hillsborough Street, and on the west by U.S. 1 and 64 (by-pass). The campus front entrance faces Hillsborough Street, and appropriate highway markings are placed to guide the visitor to the campus.

ENROLLMENT FOR 1981-82

Fall 1981 Degree Candidates (Bachelor of Arts, Bachelor of Science, and Bachelor of Music)	
Senior	328
Junior	315
Sophomore	417
Freshmen	425
Total degree candidates	**1,485**
Non-degree students in credit courses	109
Non-degree students in non-credit courses	532
Total enrollment, Fall 1981	**2,126**
Summer Enrollment 1981	784
Students in credit courses by state and international students	
Alabama	1
Arizona	2
California	1
Connecticut	2
Delaware	1
Florida	14
Georgia	11
Maryland	15
Massachusetts	2
Michigan	1
Mississippi	1
New Jersey	8
New York	7
North Carolina	1,345
Ohio	1
Pennsylvania	4
South Carolina	15
Tennessee	6
Texas	2
Virginia	139
West Virginia	5
International students	11
TOTAL	1,594

ACADEMIC CALENDAR

FALL SEMESTER

	1982-83
Arrival of new students	Thu. Aug. 19
Registration	Mon. Aug. 23
Registration of new students	Tue. Aug. 24
First day of classes	Wed. Aug. 25
Last day to add a course	Tue. Aug. 31
Labor Day Holiday-no classes held	Mon. Sep. 6
Last day to drop with a "W" grade	Wed. Sep. 22
Autumn recess begins at 5:00 P.M.	Fri., Oct. 15
Classes resume at 8:00 A.M.	Wed. Oct. 20
Preregistration conferences	Mon. Oct. 25- Fri. Nov. 19
Thanksgiving recess begins at 1:00 P.M.	Wed. Nov. 24
Classes resume at 8:00 A.M.	Mon. Nov. 19
Last day of classes	Fri. Dec. 10
Final Examinations	Sat. Dec. 11 Sat. Dec. 18

SPRING SEMESTER

Registration	Tue. Jan. 11
First day of classes	Wed. Jan. 12
Last day to add a course	Tue. Jan. 18
Last day to drop with a "W" grade	Tue. Feb. 8
Founders' Day	Fri. Feb. 25
Spring recess begins at 5:00 P.M.	Fri. Mar. 4
Classes resume at 8:00 A.M.	Mon. Mar. 14
Pre-registration conferences	Mon. Mar. 28- Fri. Apr. 15
Easter Recess begins after last class	Fri. Apr. 1
Classes resume at 8:00 A.M.	Tue. Apr. 5
Last day of classes	Thu. May 5
Examinations	Fri. May 6- Fri. May 13
Commencement	Sun. May 15

SUMMER SCHOOL

	1983
First session begins	Mon. May 23
First session ends	Fri. June 10
Second session begins	Mon. June 13
Second session ends	Fri. July 1
Third session begins	Tue. July 5
Third session ends	Sat. July 23

1982

AUGUST

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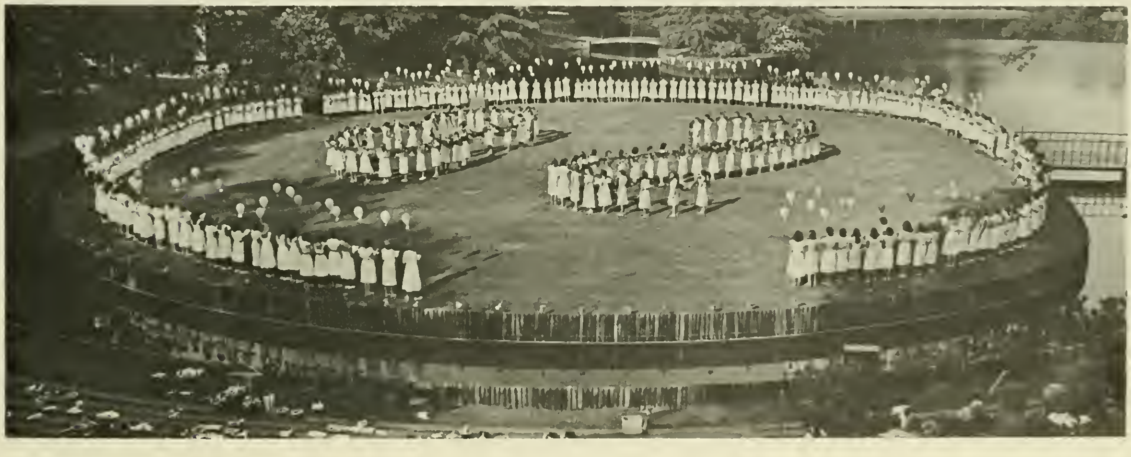

Meredith College Board of Trustees, 1982

CORRESPONDENCE AND VISTS

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, North Carolina 27607-5298, and the College telephone number is (919) 833-6461. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

- *Academic records*
  - Office of the Registrar
- *Admissions*
  - Office of Admissions
- *Alumnae matters*
  - Director of Alumnae Affairs
- *Catalogue requests*
  - Office of Admissions
- *Community educational services*
  - Office of Continuing Education
- *Educational programs*
  - Dean of the College
- *Expenses*
  - Vice President for Business and Finance
- *Financial aid*
  - Office of Financial Aid
- *Graduate employment*
  - Office of Career Services
- *Housing matters*
  - Dean of Students
- *News items/publications*
  - Office of Information Services
- *Parents Association*
  - Office of Parent Relations
- *Student Employment*
  - Office of Financial Aid
- *Student interests*
  - Dean of Students
- *Student reports*
  - Registrar
- *Summer school*
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- *Transcripts*
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- *Vocational testing*
  - Office of Career Services

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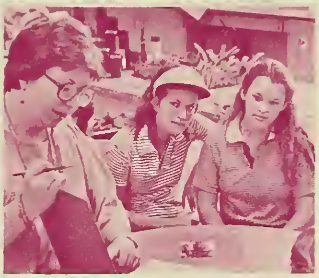

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CATALOGUE ISSUE 1983-1984

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CATALOGUE REQUESTS

Requests for catalogues should be sent to Office of Admissions, Meredith College, 3800 Hillsborough Street, Raleigh, North Carolina 27607-5298.

A correspondence list may be found on page 144.

NONDISCRIMINATORY POLICY

Meredith College admits women students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.

CATALOGUE NOTICE

Meredith College intends to adhere to the rules, regulations, policies, and related statements included, but reserves the right to modify, alter or vary all parts of this document with appropriate notice and efforts to communicate such changes.

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PRESIDENT'S MESSAGE

> "Would you tell me please, which way I ought to go from here?"
>
> "That depends a good deal on where you want to go," said the Cat.
>
> "I don't much care where...," said Alice.
>
> "Then it doesn't matter which way you go," said the Cat.
>
> —Lewis Carroll
> *Alice in Wonderland*

At Meredith we care where we're going because where we go very much determines what we are. And we plan carefully the best ways to get us there. Where we go matters to our students of the future as well as to those of the past and present. It matters to the men and women who have helped us come this far. It matters to almost every community in North Carolina and to almost every state in the nation because Meredith women, everywhere, are making their marks on the times in which they live.

To determine where we're going, we find it important to reflect on where we've been. We have been a college frequently moving ahead of our time; society's new trends are sometimes Meredith's old ones. We have been a college committed to the education of women despite the rush in recent years toward co-education. We have been a place of continuing personal concern of teacher for student despite our status as the largest private college for women in the southeastern United States. We have been a school whose challenge is to be the best of its kind despite distractions that may occasionally invite compromise.

We have been an institution whose mission is to provide its students an education for living in their time. We have been a Christian college.

It would be nice if we had the luxury of concentrating solely on "doing what we have always done but doing it better." But we must expand our definition of ourselves. A broader definition of Meredith may take us full circle to where we will no longer be an undergraduate school only but will once again offer the master's degree, as we did from 1902-11. It may take us to a heightened awareness of the needs of students who are older than the traditional college age. It may take us to an expansion of the global view of Meredith's educational program. Whatever new directions we take, we will also be doing some of what we have done and doing it better.

Where we go will always matter to us for the sake of our students. They are our focus as we plot our directional map. As the College prepares them to fulfill their individual potential, they shape the College with their own uniquenesses. We recognize the impact that our students have had on Meredith's life, beginning in 1899 and continuing through commencement of 1983, and we look forward with eager anticipation to the contributions of those who will be a part of Meredith this academic year and beyond.

Thank you for your interest in the College.

John Edgar Weems, *President*

11

ED ION

Meredith College: An Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a new college was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the 1835 committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh home in 1926. The College has grown from the single building in downtown Raleigh that was once Baptist Female University to a 225-acre campus with a library, classroom buildings, seven residence halls, administration building, gymnasium, college center, auditorium, and other physical facilities that in design and function reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

ACCREDITATION

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music, and the Council on Social Work Education. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the Association of Intercollegiate Athletics for Women. Graduates of Meredith are eligible for membership in the American Association of University Women.

PURPOSE

Meredith is a women's college of high quality in the liberal arts—a college in which the Christian perspective is the integrative principle in the educational program and whose purpose is to provide experiences through which students will develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to help students aspire to and make a contribution toward "culture made perfect through the religion of Jesus Christ." In an

atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals, to acquire sound knowledge in the arts, sciences, and humanities, to exercise creative imagination, to develop skills in analytical thought and communication, and to achieve a sense of life direction. Thus, students are prepared for leadership and intelligent citizenship, for productive work in the vocations and professions, for graduate and professional study, for good use of leisure, and for homemaking.

A COLLEGE FOR WOMEN

Meredith College was founded on the premise that excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has been graduating highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities and states.

Providing an environment conducive to self-discovery and development, Meredith is well suited for educating women to lead and contribute in society. In addition to sound academic instruction and opportunities for personal growth, the College has developed special programs and study opportunities relevant to the needs of today's women. The College seeks to provide education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual member of the community.

STUDENT LIFE

To provide the most stimulating learning environment possible, Meredith College seeks a diverse student body. The approximately 1,600 enrolled students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students returning to the College to continue their education help provide a heterogeneous classroom atmosphere, thereby enhancing communication, debate, and idea exchange. Students enjoy an academic and social climate which fosters close communication between students and faculty in an atmosphere of respect and concern for learning and enrichment.

Most students also find time to participate in campus activities and to enjoy the many opportunities of the Raleigh area. Meredith seeks to provide a total educational experience—one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to

fostering strong leadership, skills development, and self-awareness, Meredith provides opportunities for her students to participate in a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 150,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities afford additional cultural and social advantages to the Meredith student as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County school system. Thus, a variety of opportunities involve students in the life of an exciting city and state capital, which is home to more than 20,000 college students.

CONTINUING EDUCATION

Meredith is committed to encouraging in each student an appreciation of human development as a lifelong process. Meredith therefore seeks to serve the woman who, as her life unfolds, wishes to expand and continue her education by taking enrichment courses, personal and career development certificate programs and workshops (see page 58), by auditing courses (see page 64), or by taking courses for credit. She may begin a degree, complete a first or second degree, meet post-baccalaureate certification requirements in teaching, social work, or as a legal assistant, update an area of interest or explore a new one (see pages 58 & 59). The Office of Continuing Education is concerned with meeting individual needs and academic interests of women re-entering the educational process at Meredith and of women in the community.

FACULTY

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 65 per cent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 45 graduate schools. A number of the faculty have received study grants such as Fulbright,. Danforth, National Endowment for the Humanities, and the National Science Foundation.

CURRICULUM

Meredith College offers a curriculum designed to assist the student — living and working as a free person within a community of learners — in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and a total of 25 majors. Elective courses may provide for further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music.

INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special studies are available in all departments at the initiative of students or

faculty and include individual studies, community internships, and special group courses in addition to those courses listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work with campus study. Under the auspices of the Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount College whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain whereby a student may earn a full semester's credit at approximately the same cost as on campus. There are departmentally-sponsored overseas programs. In addition a student may arrange through special studies an individualized program of study, or she may praticipate in programs sponsored by other institutions.

CAREER DIRECTION

Career opportunities for women are greater now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including the top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering 25 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, students may, with advice from their major department, custom design a cluster of courses which gives specific career direction to their required study in arts, sciences, and humanities.

Pre-Professional Studies

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

Teacher Eduation

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith seeks to provide for the prospective teacher varied experiences which will result in the development of competencies for the multi-racial classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

Social Work

The program in social work is accredited by the Council on Social Work Education and offers a Bachelor of Arts degree with a major in social work. For details, interested students should consult the Department of Sociology and Social Work. (See pages 57 and 115-117.)

Medical Technology

Meredith offers a degree program in medical technology in cooperation with the Duke Medical School. Details are available in the Department of Biology and Health Sciences, and on pages 56- 57 of this catalogue.

Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national and ethnic origin, or handicap.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to her on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith College actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other Southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial aid.

FRESHMAN ADMISSION

Requirements

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the $15 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the $15 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

Meredith takes a flexible approach to course requirements for admission. The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12. Her program should include four units in English and at least nine additional credits chosen from English, foreign language, history, social studies, mathematics, and natural sciences. To prepare for the academic program at Meredith, a prospective student should take a strong college-preparatory program throughout high school. Careful attention is given to the applicant's grade average on the academic subjects.

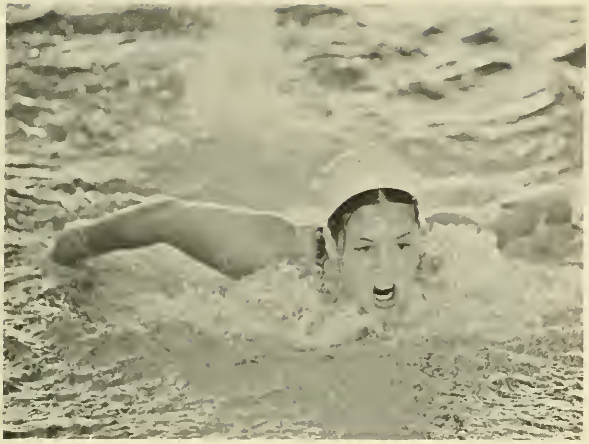
The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class at least 70 per cent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student who wishes to enroll and who shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

Scholastic Aptitude Test

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the SAT of the College Entrance Examination Board and to have an official report of her scores sent to Meredith College. For admissions purposes at



Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 or Box 1025, Berkeley, California 94701. While SAT scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language or some other measure of competency may be requested in addition to or in lieu of SAT scores. (Foreign students, especially those who will be traveling on a student visa, should see pages 23 and 24 for testing expectations.)

Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide names of a school official, a teacher who has taught her in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities. The Office of Admissions writes directly to the references for recommendations to support the application.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in order than any special accommodations that might be necessary can be arranged by the College.

Interview

Although an admissions conference is generally not required, many prospective students find talking with a member of the

admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 143.)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See pages 37 and 38.)

Credentials for Adult Students

A woman who wishes to enter a degree program may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a pre-arranged program as a re-entry student. The woman who chooses to meet freshman admissions requirements may in some instances be advised by the Office of Admissions to substitute other standardized test scores for the SAT. The woman who is 23 years of age or older may wish to take advantage of the opportunity to enter initially as a re-entry student before applying for admission. Under this option, her academic performance at Meredith while a re-entry student becomes the primary criterion for gaining admission to the degree program. (See pages 26 and 58.)

Early Decision Plan

A student who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan. Such a student must file her application *by October 15* of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the SAT prior to her senior year.

The College takes action on early decision applications by November 15 and notifies each candidate immediately of the decision. Accepted students are required to make by December 15 a $100 advance deposit, a non-refundable payment that applies toward freshman year expenses. For information about applying for an early decision on financial aid, see page 34.

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. Such a student is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith College. The Early Decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

Regular Admission Plan

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a $100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

Advanced Placement and Credit

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: an Advanced Placement Examination of the College Entrance Examination Board (CEEB); a special departmental examination; a CEEB Achievement Test in French, German, Latin, or Spanish; and/or a subject examination in Introductory Calculus and Introductory Sociology of the College-Level Examination Program. Further information about these opportunities may be obtained by writing the Office of Admissions.

Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department chairman to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

TRANSFER ADMISSION

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, or Bible colleges. There are particular procedures and requirements for applicants from these institutions. (See pages 22 and 23.)

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See pages 64 and 65, Residence Credit Requirements.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. See page 56 for information regarding credit requirments for a second degree program.

Requirements

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

An applicant having less than 30 semester hours of college credit at the time of application must also meet freshman admissions requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having 30 or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. Information about the health record is found on page 17.

Credentials for Adult Students

A woman who wishes to enter or resume a degree program begun earlier may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a pre-arranged academic program as a re-entry student. The woman who is 23 years of age or older may wish to enroll as a re-entry student before applying for admission. Under this option, her academic performance at Meredith while an unclassified student becomes the primary criterion for gaining admission to the degree program (See pages 26 and 58.)

Procedure

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable $15 processing fee, by the recommended deadline of February 15 if residence space is

available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

Applications for fall or spring are responsible for having an official transcript sent to Meredith College from each college or university attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. The student must provide the names and addresses of her previous dean of students (or similar official), a college professor, and a third person of her choice. The admissions staff sends the student a reference form to forward to the dean of students, and it writes to the other references for supporting recommendations.

Fall transfer application evaluation begins in late February if all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out as quickly as possible after the evaluation process begins. An accepted student for fall must pay a $100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by late October if all required credentials are on file. Decisions continue on a rolling system of admission after the evaluation process begins. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later.

Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described on pages 20 and 21. In addition, she should request her secondary school to send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted. See pages 64, 65, and 66 for a description of the evaluation of credits from technical, business, Bible, and nursing schools. Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

Evaluation of Credit

After a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 64, 65, and 66 for information about credit regulations. Special attention is called to the maximum credit accepted from a two-year college (66 hours) and to the statement about the minimum number of semester hours, including courses in her major fields, that a student must take at Meredith.

INTERNATIONAL STUDENTS

Meredith College welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language, which is administered by the College Entrance Examination Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed

and before an I-20 form for obtaining a student visa will be issued. For her own benefit, the student should be certain that she has adequate health and accident insurance before traveling to the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to $1,000, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

The College is authorized under Federal law to enroll non-immigrant alien students. Further information and application materials are available from the Office of Admissions.

RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith College but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. A special application, obtainable from the Office of Admissions, and a $5 non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith College. If adequate health information is not on file at the College, the student accepted for admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. The membership of this committee is normally the same as that of the academic retention committee which considered her academic situation at the time she was suspended. (See page 69 for a description of the academic retention committee.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental chairman.

A former Meredith student who is 23 years of age or older may wish to follow the procedure described on page 26 for adult students before applying for re-admission.

PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

SPECIAL ADMISSION PROGRAMS

Special Students

Special students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
2. A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

3. A college graduate wishing to pursue a teacher certification program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith College in order to complete the certification program. (See II. B. on page 84.)
4. A student who is 23 years of age or older and is interested in completing a Meredith College degree may enroll as a re-entry degree candidate without fulfilling regular Meredith College admission requirements. This student enters through the Office of Continuing Education where a program of a maximum of 15 semester hours credit is planned for her. This prearranged program serves as an admission criterion for subsequent application for regular admission. The credits earned as a re-entry degree student will be applied toward the student's degree if she is admitted as a degree candidate.
5. A student who is 23 years of age or older and not interested in completing a Meredith College degree may register for courses for credit as a special student. This student registers in the Office of the Registrar on the opening day of the term.

Summer Scholars Program

A high school student having an above average academic record may earn college credit or study simply for enrichment by enrolling as a special student in approved courses in the Meredith College summer school. The Summer Scholars Program is open only to rising senior girls. Information about admissions requirements and other details of the program and Summer Scholar application forms are available from the Office of Admissions.

Senior Scholars Program

High School senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith College. A student approved for participation in the Senior Scholars Program may attend classes for college credit in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (See page 43.) All freshmen and transfer students are expected to take part in the orientation program. Each student should report to the Office of the Dean of Students upon arrival. Residence halls will open and the orientation program will begin on Thursday, August 18. Registration is scheduled for Tuesday, August 23.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of the residence halls is sent to the student after she is accepted for admission.

SUMMER SESSION

During the summer of 1984, the College will operate three three-week terms, May 21-June 8, June 11-July 2, and July 2-21. Students accepted for admission to the fall term as well as those previously enrolled at Meredith College may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar. See page 26 for information about the Summer Scholars Program for rising high school senior women.

Finances

In these days of rising costs, Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable rates. Fund-raising programs conducted by the Division of Institutional Advancement at Meredith are designed to secure the funds necessary for the maintenance and increased financial stability of the College and for the achievement of the College's programs, services, and mission objectives. A tri-focus fund-raising program is designed to secure funds for current operations, endowment, and capital improvements, including renovations and construction of new facilities.

Because the costs of labor, materials, and food are uncertain, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will, of course, be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall (see pages 132-134 for a description of the residence halls), the cost of three full meals a day for seven days a week in the dining hall, weekly laundry service for a limited number of sheets and towels, and routine services from the infirmary. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

TUITION AND FEES

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Special students are non-resident students taking credit courses but not pursuing a degree; their tuition charges are determined by their course loads.

Full-Time Students

(12-18 credit hours and all resident students)

	Semester	*Year*
Resident Students		
Tuition	$ 1,675	$ 3,350
Room, board, laundry, and infirmary	725	1,450
	$ 2,400	$ 4,800
Commuting Students		
Tuition	$ 1,675	$ 3,350

Part-Time Students

(1-11 credit hours)

Tuition (for credit or audit)	$130 per credit hour

Additional Course Fees

Credit in excess of 18 hours	$130 per credit hour

Applied Music

Full-time students	
1 half-hour lesson weekly	$ 60
2 half-hour lessons weekly	$ 105
Class lessons in piano	$ 55
Class lessons in guitar	$ 55
Part-time students (for credit)	
Tuition of $130 per credit hour plus the following fees:	
1 half-hour lesson weekly	$ 60
2 half-hour lessons weekly	$ 105
Class lessons in piano	$ 55
Class lessons in guitar	$ 55
Part-time students (no credit)	
1 half-hour lesson weekly	$ 160
2 half-hour lessons weekly	$ 320
Theory-musicianship classes	
Students taking private applied lessons at Meredith	$ 15
Students not taking private applied lessons at Meredith	$ 55
Class lessons in piano 1 hour per week	$ 105
Class lessons in guitar 1 hour per week	$ 105
Suzuki violin classes - 2 half-hour lessons weekly	$ 120
Pace piano classes - two 45 minute classes per week	$ 230

Art

Studio fees vary from $15 to $40 per course to cover expendable materials.

Education

Education 439 — Student Teaching	$ 60

Equitation:

Full-time students	
2 lessons weekly	$ 130
Part-time students	
1 lesson weekly	$ 130
2 lessons weekly	$ 215

Home Economics

Home Ec. 455 — Home Management Residence — Non-Residents	$ 55

Photography

All black and white courses	$ 40

Physical Education

Golf, bowling, racquetball, and snow skiing fees are set at the beginning of each semester.

Auditing Courses

Full-time students	no charge
Part-time students	$130 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, art supplies, gym clothes, and other instructional expenses are not included in the above charges.

Special Fees

Application fee for new students	$ 15
Application fee for students seeking re-admission	$ 20
Record evaluation	$ 5
Graduation fee (partially covers direct cost of graduation)	$ 20
Transcripts	$1.00 each

Breakage fee

Students will be billed for unjustifiable damage to college property.

Health services

Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Students will be billed for additional service in case of serious or prolonged illness, for all special medical prescriptions, x-rays, and fluoroscope. Only emergency service is supplied for non-resident students.

Boarding a horse . . . . $125 per month

TERMS OF PAYMENT

Payment Schedule

Application fee $15

Advance payment for all entering students $100

Students who are accepted on the Early Decision Plan must make payment on or before December 15. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $15 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning students $100

All returning resident students must make this deposit before February 15. The fee will be credited to the returning student's account. For resident students who withdraw after the payment of the deposit, $85 will be refunded if the request is received by May 1.

All commuting students must make this deposit before February 15. For commuting students who withdraw after the payment of the deposit, $85 will be refunded if request is received by July 1.

	Resident	*Commuting*
Advance Payment	$ 100	$ 100
At the beginning of the first semester	1,300	900
In the middle of the first semester*	1,000	675
At the beginning of the second semester	1,400	1,000
In the middle of the second semester*	1,000	675
	$ 4,800	$ 3,350

**Charges for additional fees are added to the mid-semester payments.*

Tuition Remission for North Carolina Residents

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1982-83 was $650.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar. The grant will be credited to her mid-semester bill for each semester in which she qualifies.

Deferred Payment Plan

For students and parents desiring to pay educational expenses in monthly installments, low cost deferred payment programs are available through College Aid Plan, Inc., 1700 Mishawaka Ave., South Bend, Indiana 46624; Educational Funds, Inc., 36 S. Wabash Avenue, Chicago, Illinois 60693; and the Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022.

Refund Policy

If a student withdraws or is dismissed from Meredith before the end of a semester, the following tuition refund policy will apply:

Up to and including last day for drop/add	80%
6th through 10th class day	60%
11th through 20th class day	40%
After 20th class day	0%

Board will be refunded on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No refund will be made for room charges.

The same refund policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop courses.

If a student is receiving financial assistance, the accounting office first determines the total amount of refund that is in order according to the formula stated above and then prorates the amounts to be repaid to the various aid funds and, if applicable, to her or her parents. Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith College Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

FINANCIAL AID

Meredith College offers a student aid program which seeks to meet the financial need of each student. All degree candidates—including freshman and transfer applicants, on-campus and commuting students—are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.

The aid program is administered on a need basis without regard to race, creed, national and ethnic origin, or handicap. A foreign applicant should consult page 23 for assistance available to students from other countries.

Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith College, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith College financial aid application and a Financial Aid Form (FAF) to the College Scholarship Service (CSS).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated $1100 for books and supplies and miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 1983-84 is $5,900. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $1,800 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total educational cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1983-84 is $5,150. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by conferring with the financial aid officer.

Application procedures

An entering student who wishes to apply for any kind of financial aid should proceed as follows *before February 15:*

1. Return a Meredith College financial aid application to the financial aid office. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial aid.
2. Have her parents submit a Financial Aid Form (FAF) to the College Scholarship Service (CCS), designating Meredith College (code number 5410) as an institution to receive a copy. The FAF may be obtained from her high school counselor or her college financial aid office.

The student who is applying for admission under the Early Decison Plan and who wishes an early decision on financial aid should proceed as above *before October 15* of her senior year. If all required forms are received on time, she will be informed about her aid by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial aid must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before February 15:*

1. Obtain from the financial aid office a Meredith College financial aid application and a FAF. Have her parents complete the FAF and assist her in completing the financial aid application.
2. Return *both* forms to the financial aid office, along with a *check* made payable to the College Scholarship Service to cover its processing fee. The FAF and accompanying check will be forwarded by the College to CSS for processing.

Entering and returning students should note the priority dates. Applications filed after those dates will be considered as funds allow. Transfer students, in addition to applying for financial aid, must have a Financial Aid Transcript (FAT) completed by the financial aid office at all undergraduate schools previously attended even if they have not previously received financial aid. FAT(s) are available in the Meredith financial aid office. It is the responsibility of the student to see that the form(s) is/are completed.

The Award

The financial aid office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 15. Students accepted for admission under the Early Decision Plan will be informed of aid awards by December 1. Returning students can expect notification concerning awards by mid-April.

Payment of Award

Scholarships awarded by the College are credited automatically to the student's college account. For federal grants and loans, vouchers are issued to the student and held in the College accounting office for the student's endorsement and crediting toward her account.

The accounting office issues monthly checks during the school year to students having campus jobs.

Renewal of Aid

Once committed to a student in a program of financial aid, Meredith College continues to help her if her need persists and she is making satisfactory progress toward graduation. The award may vary from year to year in both type and amount, depending upon funds available at the College and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial aid has certain rights and responsibilities. For any necessary revision in her current aid award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial aid office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her aid application. Other responsibilities of an aid recipient include completing all forms and special applications requested by the financial aid office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her aid award.

Another area of student responsibility relates to previous enrollment at Meredith College. In order to be eligible for most federal aid programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A financial aid transcript from previous colleges attended is necessary before the financial aid process can be completed.

Types of Aid

Competitive Scholarships

Meredith College Merit Scholarships

Each year Meredith College offers at least one four-year scholarship through the National Merit Scholarship Corporation. The recipient is selected from finalists who have specified Meredith as their college choice. The stipend will range from a minimum of $250 to a maximum of $1,500. If the analyzed need of a recipient is greater than the scholarship stipend, the College provides additional aid to meet her need.

Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this

competitive program range from $250 to $1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend of $250, by February 15 her parents must also submit a Meredith College financial aid application to the Office of Financial Aid and a Financial Aid Form to the College Scholarship Service.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial aid office.

Music Talent Scholarship

Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The amount of each Music Talent Scholarship varies from $250 to $1,500 per year according to the recipient's financial need.

To be considered for a Music Talent Scholarship, a prospective freshman must file the special Music Talent Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend of $250, by February 15 her parents must also submit a Meredith College financial aid application to the Office of Financial Aid and a Financial Aid Form to the College Scholarship Service.

Though financial need determines the amount of the scholarship stipend, the selection is based completely on musical ability, previous performance, and potential achievement in the field of music. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music and the Performing Arts; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

A Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point

ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial aid office.

Department of Music and the Performing Arts; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

A Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial aid office.

General Scholarships

Meredith College provides a number of general scholarships for entering and continuing students with financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the State. For a student to be eligible for such an award, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of $100 on her expense for the year.

Endowed Scholarships and Loans

Friends of Meredith College have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of aid. The loan funds are used as needed for meeting financial need.

Campus Employment

A variety of on-campus jobs provide a financial aid resource in the form of campus employment. For any aid recipient for whom this resource is used, the estimated earnings are included in her aid award. Unlike the other types of aid that are automatically credited to the student's account, compensation, at minimum wage, is paid directly to the student.

Federal Assistance Programs

In addition to its own programs of

financial assistance, Meredith College offers aid through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled for at least six semester credit hours, and must be making satisfactory progress toward graduation.

PELL Grant (formerly Basic Grant)

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. Meredith College expects all aid applicants to file application for a PELL Grant.

No separate application is required as the Financial Aid Form (FAF) to the College Scholarship Service serves as the application when it is properly completed. Following an analysis of the FAF a Student Aid Report (SAR) is sent to the student. The student is required to send the SAR to the Meredith College Financial Aid Office regardless of her eligibility.

Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with financial need. Students do not repay these grants.

National Direct Student Loan

This program, funded by the federal government and administered by Meredith College, makes available low-interest loans to students with financial need. A student is obligated to repay the loan with interest within a 10-year period after graduation or termination of study. This repayment period and the interest do not begin until six months after the student ends her studies. Repayment may be deferred for various reasons. Information about this loan is available in the accounting office of the College.

College Work-Study Program

Many of the students assigned to campus employment are participating in the College Work-Study Program.

Guaranteed Student Loan (GSL)

Under this program, a student may be eligible to borrow as much as $2,500 a year for undergraduate study. The federal government will pay interest on the loan while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time. If the student is a legal North Carolina resident, she may obtain an application by writing College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. If the student lives out of state, she should inquire about the source of applications from the Department of Education of her state of legal residence.

North Carolina Legislative Tuition Grants

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1982-83 is $650.

North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. To apply, the student must list N.C. Student Incentive Grant (code number 0742) on her Financial Aid Form (FAF). College Foundation will send the eligible student a supplementary form to complete.

North Carolina Prospective Teachers Scholarship Loan Fund

A limited number of awards are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

Detailed information concerning this scholarship-loan program may be obtained from the high school guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina 27611

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina 27611.

Veterans Administration and Social Security Benefits

The family situation of some students may entitle them to receive benefits under one of these programs. Information may be obtained from the local agency.

Student Life

The quality of student life at Meredith College is important to its student community. There is a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of total education, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity — and the responsiblity — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division of Student Development. Student support services include admissions, financial aid, dean of students, residence halls, residence advisers, campus ministry, developmental counseling, student activities, guidance and counseling, career services, health services, and community resources.

STUDENT ORIENTATION

An in-depth and diversifed program of orientation for new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and mixers with area colleges. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and students from neighboring colleges and universities. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resouces.

The *Student Handbook*, which is mailed to each new student prior to the new semester, is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith College incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Dr. Lisa Sergio, author, international news analyst, humanist, and international development specialist of Washington, D.C.; Margaret Kuhn, president of the Gray Panthers, an activist group for social change and justice for the elderly; Vinie Burrows in *Walk Together Children*, a dramatic presentation of the poetry, prose, songs, humor, and pain of the black experience in America; Pavel Litvinov, a leading Soviet intellectual whose grandfather was the first Soviet ambassador to the United States; Tom Jackson, author of *The Hidden Job Market*; the Right Honorable Sir Harold Wilson, former prime minister of Great Britain; and Dr. Roger Fouts, an experimental psychologist who has been actively involved in teaching language to chimpanzees. Dr. M. Mahan Siler, Jr., director of the School of Pastoral Care, North Carolina Baptist Hospitals, Inc., has been a featured speaker of the Staley Distinguished Christian Scholar Lecture Program. Touring drama, music, and dance companies such as The Academy Theatre, Yale's Society of Orpheus & Bacchus, and The Edith Stephen Dance Company also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area.

Meredith students also perform in the Raleigh area and on tours. Four groups directed by the music faculty — the Meredith Chorus, the Renaissance Singers, the Meredith Chorale, and the Meredith Ensemble — appear in concert regularly throughout the college year. The Meredith Playhouse is comprised of students with interests in dramatics. Providing opportunities to appear in plays and to acquire practical experience in play production, the Meredith Playhouse has staged a number of dramas such as Neil Simon's *Come Blow Your Horn*, *The Diary of Anne Frank*, and *The Effect of Gamma Rays on Man-in-the-Moon Marigolds*. An annual fall musical encourages the students to combine their musical and dramatic abilities. Recent musicals include *Good News*, *Carousel*, and *Once Upon A Mattress*.

Several on-campus social activities for students are coordinated through the efforts of the College Center Association, which works to see that Cate Center hosts interesting programs. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

STUDENT HONORS

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior years; full members their senior years. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of Christian character, constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 68.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, and Kappa Omicron Phi for home economics.

Awards that recognize academic excellence include the Agnes Cooper Memorial Award of $50 to a junior or senior music major chosen by the Department of Music and the Performing Arts; two Ida Poteat Alumnae Scholarships of $200 each to a rising senior and a rising junior on the basis of scholarship, character, and service to the College; and two Helen Price Scholarshps of between $100 and $150 each from Kappa Nu Sigma to the freshman and the sophomore with the highest scholastic average in her respective class.

STUDENT RESPONSIBILITY

The faith that Meredith College places in her students as responsible, contributing members of the College community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association (SGA), which meets bimonthly on Fridays. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups — the elections, residence hall, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee, confers with the SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. A condensation of the material in this publication is sent to all entering students in the summer prior to matriculation in August.

Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith College. The function of the committee is to direct attention and study to the concerns and the welfare of the students; to give consideration to spiritual, recreational, and health needs of the students; to study and review student organizations; and to review periodically all student regulations.

STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, three college publications are directed by students elected as editors. Responsible for maintaining a good system of communication and for providing opportunities for students to voice their opinions, the student newspaper, *The Twig*, with a few exceptions, is issued weekly. *The Acorn*, the campus literary journal, encourages creativity among the students and is published twice during the year. The college yearbook is entitled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. Some of the more active clubs and organizations on campus include Barber Science Club, Association for Black Awareness, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, Meredith International Association, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Chapter of the Student National Education Association, Young Democrats Club, Young Republicans Club, Cooperative Education Club, and Amercian Society for Personnel Administration (ASPA).

Societies

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

RELIGIOUS LIFE

Meredith College seeks to reinforce the students' development both intellectually and spiritually. Therefore, the religious life of the College is crucial to its overall program.

Several services are sponsored by the College to affirm the value it places on the religious dimensions of the students' lives. One such service is provided by a full-time college minister, "a pastor on campus," who is available for conversation or counseling pertaining to religious questions, religious vocations, or personal problems. In addition, regular worship services are integral to the college program. Meredith worship services contribute to the spirit of community, as well as campus spiritual life. The period from 10:00 to 11:00 A.M. on Wednesdays is reserved for voluntary worship services. Another activity important to the religious life of the community is Religious Emphasis Week. During this week, religious leaders from outside the college community are invited to discuss with the students matters of spiritual significance.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA). The association seeks representatives of all faiths and denominations to serve on its council. Also comprising the council are the chairmen of various volunteer service

projects. On occasion, MCA sponsors study groups, vespers, and other worship services, as well as coordinating the annual Religious Emphasis Week.

RECREATION

At Meredith College there is a variety of recreational activities available for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extra-curricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a softball diamond, and riding facilities. Nearby golf courses and ranges are often used by the students. In addition, ping pong and pool tables are set up in the Cate Center. Equitation is a popular feature of the physical education program with instruction available on levels ranging from beginner to advanced. Students who wish to board horses may inquire through the business office. The Meredith Recreation Association coordinates organized intramural activites, along with other special recreational events.

INTERCOLLEGIATE SPORTS

Intercollegiate sports are an important part of Meredith College student life. Students have an opportunity to compete in five intercollegiate sports: golf, tennis, basketball, volleyball, and softball. Meredith is an active member of the National Collegiate Athletic Association (NCAA), Division III, which is a non-scholarship division. Competition is not limited to other Division III schools, nor is it limited to NCAA affiliated schools.

RESIDENCE

Meredith students under the age of 23 may choose to live on campus or to reside with their parents, husband, or (with special permission) a close relative. Senior and junior students and transfers accepted for those classes may, on occasion, be given special permission by the dean of students to reside off campus.

Campus housing is available only to full-time students under the age of 23. Any full-time student residing on campus who reaches the age of 23 during an academic year may complete that year on campus, but will not be eligible for on-campus housing thereafter, unless she entered Meredith prior to the age of 21 and is completing a continuous four-year academic program.

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. The newer residence halls are air-conditioned and completely carpeted. Each student receives from the College a limited amount of weekly laundry service.

Freshmen are usually assigned to Carroll, Stringfield, and Vann residence halls, transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the dean of students by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to the new students in the latter part of July.

Members of the junior class, elected by the student body as residence hall vice presidents, live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as vice presidents of the other residence halls. Two resident advisers are employed to live in the freshman residence halls and are available to students at all times; three other resident advisers are available to the upperclass students.

Non-Resident Student Life

The non-resident student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The fireside lounge in the Cate Center is designated for non-resident student rest, study, and relaxation. It is the center of non-resident student activity and communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar in the Cate Center or the Belk Dining Hall.

HEALTH CARE

Health care is under the general direction of the director of health services. The infirmary is served on a regular basis by two local physicians with registered nurses on duty or on call 24 hours a day. The college physicians have designated office hours in the infirmary when students may see them. Only minor illness and emergencies are treated in the infirmary. Major illnesses are referred to physicians off the campus or to family physicians. It is the purpose of the physicians and nurses to prevent illness by means of informing the students about good health practices.

COUNSELING

Career Planning

The Office of Career Services, located in the Cate Center, offers help to the student who is undecided about her course of study or her career plans. Vocational interest tests may be taken if needed. Information is available on employment, interviewing tips, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. A career planning seminar, open to all students, is offered during the fall and spring semesters. Campus recruiters and senior workshops assist seniors in implementing their plans for graduate study or careers.

Academic Advising

The College provides guidance to students in the planning of their individual academic programs. See pages 10, 11, and 62 for further details.

Personal Counseling

Professional counselors are available to talk confidentially with any student who has a personal concern of any kind—academic, vocational, or social-emotional. In addition to the counseling service provided on campus, the counselors also have information about available off-campus resources which may be pertinent to students' needs. Students are encouraged to stop by the counseling offices any time during the day, or to call and arrange an appointment. The counseling offices are located on the first floor of Cate Center and in Jones Chapel.

Freshman Seminar

All freshmen are required to attend Freshman Seminar during fall semester at 10 a.m. each Monday. Sessions are offered which will enhance the academic, social, and personal adjustment of the student to college life.

J.S. BACH

Academics: Programs and Regulations

Meredith offers three degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 13 departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. Area distribution requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. This option is available because during the year the College will continue to implement change in the academic program, student personnel services, and other areas of campus life.

DEGREE PROGRAMS

Requirements for All Degrees

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted; (2) all courses attempted at Meredith; (3) all courses attempted at Meredith in her major subject(s); and (4) all courses attempted during her senior year.

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of all of the capacities for human knowledge — sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 55.

Area distribution requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts, social and behavioral sciences, mathematics and the natural sciences, and health and physical education.

I. Humanities and fine arts . . . . 24-27 credit hours
  A. English composition . . . . 3-6 credit hours
  Any student who makes a grade of "C" or better in English 111 meets the requirements for English composition. If a student makes a "D" in English 111 she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).
  B. Foreign language . . . . 6 credit hours
  (Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
  C. Literature . . . . 6 credit hours
    1. A 3-hour course in major British authors.
    2. A 3-hour course in English, American, or world literature; or any literature course in a foreign language.
  D. Religion . . . . 6 credit hours
    1. A 6-hour introduction to the Old and New Testaments or
    2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.
  E. Elective . . . . 3 credit hours
  Choose from the following categories: art, music, philosophy, speech and theatre.

II. Social and behavioral sciences . . . . 12 credit hours
  A. History of Western Civilization . . . . 3 credit hours
  B. Electives . . . . 9 credit hours
  Must include at least two of the following categories: economics, cultural geography, sociology and anthropology, politics, psychology. Additional choices may be from any of the social and behavioral sciences.

III. Mathematics and natural sciences . . . . minimum of 13 credit hours
  A. One laboratory course chosen from biology, chemistry, or physics . . . . 4 credit hours
  B. Electives . . . . minimum of 9 credit hours
  Must include at least one additional category from biology, chemistry, physics, mathematics, or physical geography.
  No more than two 100-level mathematics courses may be applied to the mathematics/science general education category.

IV. Health and physical education . . . . 4-5 credit hours
  Include four activity courses, or three activity courses and a 2-hour course in health or first aid.

Note: Education methods courses may not be used to satisify area distribution requirements.

Major requirements

As soon as feasible, but no later than the end of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and chairman of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of certification. These must be indicated on the form. The chairman of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 72-117.

Bachelor of Arts

American civilization
art
biology
chemistry
economics
English
French
history
international studies
mathematics
medical technology
music
political studies
psychology
religion
social work
sociology
Spanish

Bachelor of Science

biology
business administration
chemistry
home economics
mathematics
mathematics/computer science

Bachelor of Music

applied music
music education

Teacher education and social work are described on pages 83-88 and 115-117 respectively.

Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contractual major.

Requirements for the Bachelor of Music Degree

Detailed requirements for the Bachelor of Music degree with a major in applied music or music education are given on pages 103-105.

Requirements for a Second Baccalaureate Degree

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.
2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

Minors

A student may choose to complete a minor area of concentration but she is not required to do so. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

CAREER DIRECTION

A firm grounding in the arts, sciences, and humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education and social work which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see page 51).

Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

Medical Technology Program

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Arts degree. The program at Duke is a CAHEA approved program, and graduates are eligible for national certification. Career opportunities in hospitals, laboratories, research, public health facilities, and educational institutions are widely available. For specific requirements see page 75.

Social Work Program

Meredith's program in social work is fully accredited by the Council on Social Work Education. The primary objective of the Social Work Program at Meredith College is to prepare students to enter social work or other related helping professions at the beginning professional level of competence. Since at the undergraduate level this can best be done within the framework of a broad liberal arts curriculum, the Social Work Program is integrated with the area distribution requirements for graduation at Meredith.

A student who wishes to enroll in the Social Work Program should take Social Work 240, Social Work as a Profession, in the sophomore year. If the student is advised to continue in the program by the instructor, she will then declare a major in social work and be assigned a major adviser who will work with her in planning a course of study which is consonant with the major requirements and her own career goals. Upon graduation, she will be awarded the Bachelor of Arts degree with a major in social work.

For specific requirements see pages 115-117.

School Social Service Work

The Meredith Social Work Program is approved by the North Carolina State Department of Public Instruction for certification in school social service work. All requirements for the social work major must be met plus specified courses in education: Educational Psychology (Education 234) and either Foundations of American Education (Education 335) or Philosophy of Education (Education 336). All of the social work field experience must be completed in a child serving agency.

Teacher Education

Meredith College offers state-approved, competency based teacher education programs leading to North Carolina Class A teaching certificates in: (1) early childhood education (grades K-3); (2) intermediate education (grades 4-9); (3) subject areas (grades 8-12): business education, English, French, home economics, Latin, mathematics, science, social studies, and Spanish; and (4) special subject areas (grades K-12): art, music, and reading. Although all the teacher education programs are designed to prepare students for certification and teaching in North Carolina, students who successfully complete a teacher education program at Meredith College are eligible for teacher certification in most other states under the provisions of the Interstate Reciprocity Contracts established between North Carolina and most other states.

CONVOCATION

Convocations for the entire Meredith community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural conversations. All students are expected to attend.

CONTINUING EDUCATION

The Continuing Education Program is designed for women 23 years of age or older who wish to resume study after an interruption in their formal education. A woman may re-enter the educational process either through degree credit or enrichment courses.

Degree Credit

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 15) or through special admission as a re-entry student (see pages 18 and 21).

An adviser is available for the initial advising of a returning student should she choose to enter Meredith through the re-entry student option. Upon admission to the degree program, she will be assigned a regular academic adviser. The Office of Continuing Education will continue to meet her special needs as an adult student as well as the needs of those women choosing the regular admissions procedure.

Enrichment

Courses in the enrichment curriculum carry Continuing Education Units (CEU). One CEU is equivalent to 10 contact hours. CEU's do not carry academic credit and cannot be applied to degree credit at Meredith College, but they may be used for teacher certification renewal credit and are recognized by some agencies, institutions, and businesses for certification and advancement purposes. The courses are open to Meredith College students on the same basis that they are offered to the community at large. Many enrichment courses are available in both daytime and evening hours and also in summer. Personal development seminars are offered in response to the needs of women as they cope with change in modern society. Brochures are available from the Office of Continuing Education.

Legal Assistants Program

Legal Assistants (paralegals) are persons with legal skills who assist attorneys in their work. While the paralegal must work under the supervision of an attorney, she can perform almost any task delegated by the attorney, with the exception of those tasks requiring the professional judgment of an attorney. The attorney is responsible to the client for the final work product.

Meredith offers a three-month post-baccalaureate summer program for women interested in careers as legal assistants. No specific college major is required. This intensive program consists of a basic curriculum plus specialization in either civil litigation, real estate, or estates, wills, and trusts. Research skills, writing practice, and field trips are included. Objectives of the program are to define the roles and skills required of legal assistants in diverse legal settings; to impart a general understanding and appreciation of the ethical and professional responsibilities of legal assistants; to develop good research, writing, and analytical skills; and to offer basic instruction in legal terminology, concepts, and procedures, thus enabling graduates to adapt to the demands of various law related careers. Upon successful completion of the course the student will be awarded a certificate.

Employment opportunities are available in attorneys' offices, government agencies, corporations, banks, and insurance companies. Application for approval by the American Bar Association is in progress.

Cultural Resources Management Program

Meredith offers an individually tailored program for the woman who has completed at least two years of undergraduate work and who is interested in a career managing performing arts programs, arts councils, museums, historic houses, or cultural societies. The program combines basic courses in the arts and humanities with management skills useful in non-profit organizations. Internships are arranged. Upon successful completion of the program, the student will be awarded a certificate.

INDIVIDUALIZED OPTIONS

Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 71.)

Cooperative Education

Cooperative education is an arrangement whereby Meredith cooperates with an outside business or agency to help a student directly explore a career as an integral part of her educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences. Participants receive pay and academic credit for the work experiences which are coordinated and supervised by the Office of Cooperative Education.

Cooperating Raleigh Colleges

Meredith, Peace, St. Augustine, and St. Mary's Colleges, North Carolina State University, and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are utilized for general enrichment, to strengthen particular majors, to enhance career training, and in certain situtations to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser, the chairman of the appropriate department, and the dean of the college. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

ROTC Opportunities through Cooperating Raleigh Colleges

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

Meredith Abroad

Students at Meredith have available to them several options for study in foreign countries.

Foremost among these options is the college-wide Meredith Abroad Program. Each summer the College offers a course of study in a selected foreign country (currently Great Britain) whereby a student may earn 12 semester hours of credit at the same cost as a semester on campus. Regular members of the College faculty form the core of the teaching staff with occasional utilization of foreign teachers. Other options are available as follows: departmentally sponsored programs, summer study at Oxford University in cooperation with the University of North Carolina, individual participation in programs at other institutions, and individual travel as described in the special studies options on page 71.

Those students who wish to enroll in the full semester program that is conducted by Meredith should consult the coordinator of international studies. Other programs are arranged within departments. All programs are publicized on campus.

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

American University

Through an arrangement with American University in Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

Marymount College

Through an arrangement with Marymount College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice President for Student Development.

Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the chairman of the department involved, and the registrar.

Visitation Credit

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student. She may apply on a form available in the Office of the Registrar.

SUMMER STUDY

Meredith conducts a summer session consisting of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures written approval of her adviser, the appropriate chairman, and the registrar for specific courses. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

ACADEMIC PLANNING AND ADVISING

Academic Advisers

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, *the student is finally responsible for her own program.* Special advisers are appointed to assist in pre-professional planning.

Course Load

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

The Freshman and Sophomore Years

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. The only specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the area distribution requirements (pages 54 and 55) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without the departmental chairman's permission.

Whenever a student is ready to declare her major she should discuss the matter with the chairman of the department concerned and make proper arrangements.

The Junior and Senior Years

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar and, in rare cases, the dean of the college.

Graduation

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program.

Graduate Record Examination

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Services or at other established testing centers. Detailed information is available from academic advisers or in the Office of Career Services.

Changes in Class Schedule

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. (See page 66, Grading System). All drops must be made no later than one calendar week before the

last day of classes. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially she will be treated as if she were still in the course and her grade recorded accordingly.

Repetition of Courses

A student may repeat a course in order to improve the grade. The student should register for the course the next time it is offered. If repeated at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

Class Attendance

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

CREDIT REGULATIONS

Advanced Placement Credit

Advanced placement and credit are available in several departments. Entering students see page 20. Students in residence should apply directly to the department concerned or to the registrar.

Auditing Courses

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith Education 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: Ed. 455, 456, 457, 458, Art 734, Music 720, 721, 722, and any methods courses numbered 764.

A senior transfer student from a regionally-accredited institution must complete at least 30 hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must attend Meredith for at least two years.

Students who have a bachelor's degree from another institution and wish to receive professional certification at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in the department in which she is a major. A student transferring with senior classification will be expected to take at Meredith at least nine hours in the department in which she is a major.

Transfer Credit

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical institute or business college should read the next section for information concerning the treatment of credit earned. A candidate from a non-accredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. In order to validate professional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from two-year colleges is 66 semester hours and from nursing schools, 35 semester hours.

Credits from Technical, Business, Bible, and Nursing Schools

For a student transferring to Meredith from a technical, business, Bible or nursing school, each course from that institution is evaluated individually. The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

Old Credit

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate departmental chairman.

Restricted Credit for Juniors and Seniors

Juniors may take as many as four semester courses numbered in the 100's. Seniors may take as many as two semester courses numbered in the 100's.

Credit in Music

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See page 108 for list of ensemble courses.)

Credit in Physical Education

Of the minimun 124 hours required for graduation, no more than eight hours may be physical education activity courses. When the physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

GRADING SYSTEM

Each course receives one official semester grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student or to another person designated by the student. Additional requests for reports will be processed as transcript requests.

Standard Grading

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

A	Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
B	Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
C	Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
D	Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
P	Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
F	Failure which may not be made up by re-examination.

I	The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
N	An interim grade assigned when there is no report by the instructor.
Z	An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
WF	The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure.
WP	The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. Withdrawal from class with a WP mark is permitted at any time prior to one calendar week before the last day of classes.
W	The student withdrew from college for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.
Au	The student completed a satisfactory audit.

Pass-Fail Policies

Some courses are taught only for pass-fail grading. A student may register for these courses during a given semester in addition to the following pass-fail options.

Pass-Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics and natural sciences, and health and physical education.

B. Physical education activity courses taken as a degree requirement are graded pass-fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass-fail in addition to other pass-fail options.

General Regulations

1. Course content and requirements will be the same for P-F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
2. In computation of grade point averages an F on a P-F course will be computed as hours attempted; a P will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the P-F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.
4. A student who changes her major to a department in which she has already taken P-F work may credit only one P-F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
5. A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.
6. Responsibility for compliance with all rules governing the P-F system rests with the student.

Quality Point Ratio

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

ACADEMIC RECOGNITION

Classification

Students are to be classified on the following basis:

Classification	Semester Hours Credit
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Raleigh Cooperating Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. A student must have been in residence at Meredith long enough to have earned a minimum of 57 semester hours in courses at Meredith and interinstitutional courses at other Cooperating Raleigh Colleges.

B. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
   1.Meredith credits -- all courses taken at Meredith.
   2.Total credits -- all courses taken at any institution, including Meredith.

C. Students whose average is at least 3.2 quality points per semester hour are graduated **cum laude**; those whose average is at least 3.6 quality points per semester hour are graduated **magna cum laude**; those whose average is at least 3.9 quality points per semester hour are graduated **summa cum laude.**

RECORDS

Registration

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

Transcripts

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification

office. Transcript requests must be made in writing by the student to the Office of the Registrar. The $1.00 fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

RETENTION

To continue their enrollment at the college, all students are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio, with probationary status possible only for non-consecutive semesters, or being approved by a retention committee to continue enrollment.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:

Total Credit Hours Earned	*Meredith QPR*
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Should she fail to achieve this minimum she is placed on academic probation for the following semester. If, in that semester, she again fails to reach the minimum, her case will be reviewed by an academic retention committee composed usually of the dean of the college, the associate dean and registrar, the dean of students, the student's adviser, and professors who have taught her. This committee will decide whether the best interest of the student and the College requires suspension or retention. A student's adviser may refer her to an academic retention committee if her progress seems unsatisfactory even though she has met the minimum levels outlined above.

A student suspended for academic reasons may re-apply for admission after an absence of one semester. See pages 24 and 25 for a description of application procedures and the procedure used by the College in considering the request for re-admission.

OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.

Courses Of Study

- Lower level courses are numbered in the 100's and 200's; upper level courses 300's and 400's; educational method courses in academic disciplines, 700's; special courses, 900's.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The college does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

SPECIAL STUDIES

Special studies courses are available in all departments in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individualized course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the chairman of the department in which credit is given.
3. Each course must have the approval of the dean of the college.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered and enrollment is through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. One to four semester hours credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

INTERDISCIPLINARY STUDIES

Several departments intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

IDS 100 APPRECIATION OF FINE ARTS

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as elective in the humanities and fine arts. *Credit, three hours.*

WOMEN'S STUDIES

Various departments intermittently offer courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, etc. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making through the Office of Continuing Education.

CAREER STUDIES

CPS 101 CAREER PLANNING SEMINAR

Designed to aid students in exploring career fields and employment trends, in assessing personal interests, abilities, and strengths; and to develop decision-making skills for relating this information to career plans. The seminar may include speakers and films. Open to all students. Offered for pass-fail only. *Credit, one hour.*

COE 302 COOPERATIVE EDUCATION: EMPLOYMENT

Full-time employment related to student career goals for a summer or a semester. Prerequisites: CPS 101, 60 semester hours of college credit. Pass-fail grading only. *Credit, four hours.*

COE 403 COOPERATIVE EDUCATION: EMPLOYMENT

Full-time employment for a summer or a semester. Prerequisite: COE 302. Pass/fail grading only. *Credit, four hours.*

ART

Associate Professor Greene, *Chairman*; Associate Professor White, Assistant Professor Maron; Instructors Draughon, Givvines, Greenberg, Harbison, Reuer, and Short.

The department offers a Bachelor of Arts degree with a major in art to which can be added concentrations in studio art or art education certification.

The student who studies art at Meredith learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through courses in art history. Wherever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students.

All art majors are required to complete the core curriculum of 24 hours. The addition of three elective hours in art history and six elective hours in upper level studio courses meets the minimum requirement of 33 hours in art for the Bachelor of Arts degree. If the student wishes to pursue art as a profession she is encouraged to add a concentration of 21 hours of upper level art courses to the core which will allow for specialization and the development of personal style. Through the Special Studies Program a student may add even greater depth of experience to her program. Contract majors in art history are also possible for the student who desires a more academic program.

Students planning to enter graduate school are urged to consult early with the chairman of the art department in order to gain maximum preparation from the undergraduate program at Meredith.

Requirements for a Major

The major in art shall consist of at least 33 hours in art including:

(A) The core curriculum	
101 Drawing I	3
102 Drawing II	3
103 Basic Color and Design	3
104 Basic 3-D Design	3
100 Theory and Practice of the Visual Arts	2
120 Introduction of Art History	3
322 Modern Art History	3
210 Painting I	3
492 Senior Project (Exhibit, portfolio, or research)	1
	24
(B) Nine hours of electives in art courses numbered 200 or above, three of which must be in Art History	
Total Hours	33

Art Concentrations

The Studio Art Concentration is designed for those students who intend to pursue the practice of the visual arts as a profession. The concentration provides adequate preparation for entrance into graduate school or entering many fields an a professional.

A major in art with a concentration in Studio Art shall consist of 45 hours including (a) the core curriculum; (b) three additional elective hours in Art History; (c) eighteen additional elective hours from the areas of Drawing, Painting, Sculpture, Ceramics, Interior Design, Crafts, Printmaking, Photography, and Graphic Design. These elective hours must include a minimum of nine hours in one studio area.

The Art Education Certification Concentration is designed for those students who wish to pursue the teaching of art as a profession. This concentration will result in certification by the state of North Carolina to teach art in grades K through 12. A major in art with Art Education Certification consists of 61 hours as defined below:

The Art Education Concentration

I. The Core Art Curriculum	24
II. Other Required Art Courses	18
200 Ceramics	3
265 Sculpture	3
270 Fiber and Metal Crafts	3
350 or 351 Printmaking	3
310 Advanced Painting	3
Art History Elective	3
III. Professional Education Courses	19
Educational Psychology (EDU 234)	3
Reading in the Content Area (EDU 471)	1
Theory and Methods of Teaching Art K-6 – 734	3
Theory and Methods of Teaching Art K-12 – 735	3
Student Teaching	6
Education Elective	3
Total Hours	61

Art History

120 INTRODUCTION TO ART HISTORY

A one semester lecture course designed to introduce students to great works of visual art of past and present civilizations, to be considered in historical sequence. Emphasis is placed on art of the Western world. As an aid to students in their full appreciation of art, attention is given to techniques and aesthetic principles. Required of art majors. *Credit, three hours.*

220 INTRODUCTION TO NON-WESTERN ART

A survey of the visual art forms produced by societies other than those within the Western tradition. Fall semester only. *Credit, three hours.*

320 ANCIENT AND MEDIEVAL ART

A comprehensive survey of art from pre-historic times through the early Christian periods. The civilizations of ancient Egypt, Mesopotamia, Greece, Rome, and the early Christian civilization through the Romanesque and Gothic periods will be focal points for discussion. Prerequisite: ART 120 or permission. *Credit, three hours.*

321 RENAISSANCE AND BAROQUE ART

A comprehensive survey of architecture, sculpture, and painting from the early 14th through 18th centuries. Special emphasis will be given to the Italian Renaissance and the art of northern Europe. Prerequisite: ART 120 or permission. *Credit, three hours.*

322 MODERN ART

A comprehensive survey of architecture, sculpture, and painting from the mid-18th century to the present day. Special emphasis will be given to the study of major movements in modern painting, including Classicism, Romanticism, Impressionism, Expressionism and Cubism. Contemporary art will be viewed through lectures and current exhibitions. Required of art majors. Prerequisite: ART 120 or permission. *Credit, three hours.*

Studio Art

100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are encountered and discussed with regard to their practical application by the serious student of art (for art majors only or permission) *Credit, two hours.*

101 BASIC DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Required of art majors. Six studio hours per week. *Credit, three hours.*

102 BASIC DRAWING II

An extension of the concepts and techniques encountered in Beginning Drawing I with an emphasis on the human figure and experimental drawing techniques. Prerequisite: ART 101. *Credit, three hours.*

103 BASIC COLOR AND DESIGN

Detailed analysis of the elements and principles of design with emphasis on solving problems involving color. Work in this course will be primarily two-dimensional. Required of art majors. Six studio hours a week. *Credit, three hours*

104 BASIC THREE-DIMENSIONAL DESIGN

Detailed analysis of the elements and principles of design as used in three-dimensional art work. Required of art majors. Six studio hours a week. *Credit, three hours.*

301 LIFE DRAWING

A concentrated study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. *Credit, three hours.*

210 BEGINNING PAINTING

An introduction to the basic techniques and media of painting. Oil, acrylic, watercolor, and other media will be encountered in a traditional approach to painting. Prerequisite: ART 101, 102, and 103 or permission. *Credit, three hours.*

310 ADVANCED PAINTING

An extension of the concepts and techniques encountered in ART 210 with an emphasis upon individual production and experimental techniques. Prerequisite: ART 210. May be taken on multiple occasions. *Credit, three hours.*

230 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting, and composition; darkroom techniques for making photograms, contact prints, enlargements, and manipulated prints; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours a week. *Credit, three hours.*

231 INTERMEDIATE PHOTOGRAPHY

An extension of the concepts and techniques encountered in ART 230 with an emphasis upon experimental techniques and the pursuit of photography as a fine art form. Prerequisite: ART 230. May be taken on multiple occasions. *Credit, three hours.*

330 ADVANCED PHOTOGRAPHY

The emphasis in this course will vary by semester through several professional dimensions of photography, including color photography, portrait photography, and photography for advertising. Prerequisite, ART 230. May be taken on multiple occasions. *Credit, three hours.*

240 BEGINNING GRAPHIC DESIGN

An introduction to visual communication for industry through the study of typography and illustration. Emphasis on design and skill development including layout and camera ready mechanicals that will be prepared for printing. Prerequisites: ART 101 and 103 or permission. *Credit, three hours.*

241 INTERMEDIATE GRAPHIC DESIGN

An extension of the concepts and techniques encountered in ART 240. Emphasis will be placed upon the development of professional quality design, integrating skills into the conception, design, and layout of more advanced finished products. Prerequisite: ART 240 or permission. *Credit, three hours.*

340 ADVANCED GRAPHIC DESIGN

The emphasis will vary by semesters through several dimensions of graphic design including fashion illustration, children's book illustration, advertising illustration, advanced calligraphy, and printed textile design. Prerequisite: ART 240. May be taken on multiple occasions. *Credit, three hours.*

346 INTERIOR DESIGN

See Home Economics 346, page 99. *Credit, three hours.*

447 ADVANCED COMMERCIAL DESIGN

See Home Economics 447, page 100. *Credit, three hours.*

448 ADVANCED RESIDENTIAL DESIGN

See Home Economics 448, page 100. *Credit, three hours.*

350 PRINTMAKING I

Emphasis on Intaglio and relief processes. Prerequisite: ART 101 and 102 or permission. Six studio hours a week. May be taken on multiple occasions. Offered fall semester only. *Credit, three hours.*

351 PRINTMAKING II

Emphasis on lithographic and stencil processes. Prerequisite: ART 101 and ART 102 or permission. Six studio hours a week. May be taken on multiple occasions. Offered spring semester only. *Credit, three hours.*

260 BEGINNING CERAMICS

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. *Credit, three hours.*

361 ADVANCED CERAMICS

An extension of the techniques and concepts encountered in ART 260. Emphasis will be placed upon gaining depth of experience in a more limited number of approaches. Prerequisite: ART 260. May be taken on multiple occasions. *Credit, three hours.*

265 SCULPTURE

An introduction to the basic sculptural concepts through modeling, carving, casting, and assembling various sculptural media. Prerequisite: ART 104 or permission. *Credit, three hours.*

270 FIBER AND METAL CRAFTS

An introduction to the crafts of weaving, batik, jewelry, and enameling as art forms. *Credit, three hours.*

Art Education

734 THEORY AND METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL
(for art majors)

A study of the development of art education in American elementary schools and the relationship between creative behavior and child growth through the visual arts are developed through research and practicum situations. Methods for teaching exceptional children are also studied. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Offered fall semester only. *Credit, three hours.*

735 THEORY AND METHODS OF TEACHING ART IN THE SECONDARY SCHOOL
(for art majors)

A theoretical study of traditional and experimental methods of teaching art at the secondary level. Attention is given to the creative visual development of all adolescents. The development of programs which deal with both the non-artist and the future artist is a priority. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Offered spring semester only. *Credit, three hours.*

744 ART IN THE ELEMENTARY SCHOOL

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student presentations. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100. *Credit, two hours.*

492 SENIOR EXHIBITION/PROJECT

All senior art majors should register for this course in the last semester of the senior year. A special exhibition of art work, a design project, or a research project is required to demonstrate the level of proficiency and expertise attained by the art graduate. *Credit, one hour.*

BIOLOGY AND HEALTH SCIENCES

Professor Bunn, *Chairman;* Assistant Professors Kepler, Reid; and Instructor Grimes.

The Department of Biology and Health Sciences meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular emphasis which relates the field to the physical sciences, home economics, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

A Bachelor of Science degree in biology and a Bachelor of Arts degree in biology and health sciences provide training for academic and industrial research, teaching, and medical technology. A biology major provides all needed prerequisites for post-graduate studies in the various areas of medical technology, medicine, dentistry, veterinary medicine, public health administration, physical therapy, opthalmology; and graduate studies in all areas of the biological sciences.

Requirements for a Major

BACHELOR OF ARTS — Biology

Thirty semester hours in biology, including 101, 102, 141, 211, 222, 331, 334, 321, or 436 and corequisite laboratory courses. Other requirements include Chemistry 111, 112, and 221; and corequisite laboratory courses, and mathematics through at least one semester of calculus (Mathematics 211); SCI 764 does not count toward a major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

BACHELOR OF ARTS — Medical Technology

Twenty-four hours in biology, including 101, 102, 141, 222, 321, or 323, 331, and 334. Other requirements include mathematics through one semester of calculus, Chemistry 111, 112, 221, 222, or 336, corequisite laboratory courses, and completion of the medical technology program at Duke (page 57).

BACHELOR OF SCIENCE

Thirty-six semester hours in biology, including 101, 102, 141, 211, 222, 323, 331, 334, and 321 or 436 plus one approved biology elective and corequisite laboratory courses. Two hours of biology seminar or special studies in additon to the courses listed above. Thirty-three hours of related subjects as listed in the B.A. requirements above plus Physics 211 and 212, one additional upper level, three or four hour course in chemistry, and one additional advanced course in mathematics (245 or 212 recommended).

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include: biology at the celluar and subcellular levels, vertebrate physiology and anatomy with an emphasis on man, and biology of the flowering plants. Three lectures a week. *Credit, three hours.*

141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the principles considered in Biology 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Corequisite: Biology 101. *Credit, one hour.*

102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Corequisite: Biology 142. Three lectures a week. *Credit, three hours.*

142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in Biology 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics. Corequisite: Biology 102. Meets two hours a week. *Credit, one hour.*

211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditonal plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: Biology 101, 102. Corequisite BIO 241. Three lectures a week. *Credit, three hours.*

241 ADVANCED PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in Biology 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: Biology 211. Three laboratory or field trip hours a week. *Credit, one hour.*

222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studies as to life history, morphology, physiology, ecology, and economic importance. Prerequisite: Biology 101, 102; Corequisite: Biology 242. Two lectures a week. *Credit, two hours.*

242 INVERTEBRATE ZOOLOGY LABORATORY

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Field trips are a possibility and would involve the study and collection of animals in their natural habitat. Corequisite: Invertebrate Zoology 222. Six laboratory hours per week. *Credit, two hours.*

234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisite: Biology 101. Corequisite: Biology 244. Three lectures a week. *Credit, three hours.*

244 PRINCIPLES OF ECOLOGY LABORATORY

Laboratory studies of ecosystems to supplement lecture material presented in Biology 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: Biology 234. Three laboratory or field trip hours a week. *Credit, one hour.*

301 THE SCIENTIFIC LITERATURE

See CHEM 301, page 82. *Credit, one hour.*

302 EXPERIMENTAL DESIGN

See CHEM 302, page 82. *Credit, one hour.*

321 COMPARATIVE VERTEBRATE ANATOMY

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Prerequisite: Biology 101, 102; Biology 222 recommended. Corequisite Biology 345. Two lectures a week. *Credit, two hours.*

345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY

Study of the evolutionary history of the vertebrates and their relationship to the protochordates with emphasis being placed on the phylogenetic interrelationship of the organ-systems of various representative vertebrate groups. Corequisite: Comparative Vertebrate Anatomy 321. Four laboratory hours a week. *Credit, two hours.*

331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: Biology 101, 102, 141. Recommended, Mathematics 110 or equivalent. Corequisite for biology majors: Genetics laboratory (BIO 341). Three lectures per week. *Credit, three hours.*

341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, Biology 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: Mathematics 110 or equivalent. Corequisite: Genetics, Biology 331. Three laboratory hours per week. *Credit, one hour.*

323 VERTEBRATE PHYSIOLOGY

A comprehensive study of the principal process involved in specialized cells, tissues and organ-systems including digestion, nutrition, blood and circulation, respiration, muscle and nerve coordination and integration. Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Prerequisites: Biology 101, 102; Chemistry 111, 112. Corequisite: Biology 343. Three lectures a week. *Credit, three hours.*

343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in digestion, blood analysis and circulation, respiration, excretion, and neuromuscular preparations. Especially adapted for students preparing to study medicine, nursing, dentistry, or to become medical technologists. Corequisite: Vertebrate Physiology 323. Three laboratory hours a week. *Credit, one hour.*

334 MICROBIOLOGY

A general study of bacteria and viruses with emphasis on the application of the principles of bacteriology to clinical, industrial, and food science areas. Recommended for home economics majors. Prerequisites: Biology 101, 102, 141 and Chemistry 111, 112 or their equivalents. Corequisite: Biology 344. Three lectures a week. *Credit, three hours.*

344 MICROBIOLOGY LABORATORY

Laboratory includes culture and staining techniques as well as sterile techniques. Students isolate, characterize, and identify an organism from the environment, e.g. food, milk, soil, plants, or animals. Corequisite: Biology 334. Three laboratory hours per week. *Credit, one hour.*

401 RESEARCH I

See CHEM 401, page 82. *Credit, one hour.*

402 RESEARCH II

See CHEM 402, page 82. *Credit, one hour.*

421 EMBRYOLOGY

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: Biology 101 and 102. Corequisite: Biology 441. Three lectures a week. *Credit, three hours.*

441 EMBRYOLOGY LABORATORY

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material will be used whenever possible, and histological techniques will be used for preparation of individual slide sets. Three laboratory hours per week. *Credit, one hour.*

436 BIOCHEMISTRY

A study of the chemistry of biological systems involving metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: Chemistry through 221, and Biology 101. Also offered as Chemistry 436. *Credit, three hours.*

446 BIOCHEMISTRY LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles in Biochemistry (BIO. 436), e.g. gas, thin layer, paper, column chromatography; polarimetry; as well as standard chemical tests. Corequisite: Biology or Chemistry 436. Three laboratory hours per week. *Credit, one hour.*

499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only. *Credit, one hour.*

SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. *Credit, three hours.*

Under a plan of interinstitutional cooperation, there are available at North Carolina State University additional courses in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Also, students interested in veterinary medicine may take required courses for that program as well.

Students who wish advanced study or research in biology should consult with the department chairman and arrange for it through the special studies options listed on page 71.

BUSINESS AND ECONOMICS

Professor Frazier, *Chairman*; Associate Professor Simmons and Spanton; Assistant Professors Bledsoe and Johnson; Instructors Behrman, Culbertson, Sasnett, Scott, Shuey, VanLaanen, Wyrick, and Zipin.

The department offers a B.S. degree in business administration with concentrations in management, office administration, and economics, and a B.A. degree in economics.

Requirements for B.S. Degree in Business Administration

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentrations.

The core consists of the following courses: Economics 210, 211; Business 330, 331, 346, 366, 490; and Mathematics 245 (or equivalent).

The management concentration provides a student the opportunity to strengthen her leadership and decision-making qualities and to qualify for initial positions at an appropriate level of management or as a management trainee. The student who chooses this concentration must take Business 432 and 499 and 18 additional hours chosen from: Business 110, 384, 433, 446, 448, 454, 466, 468, 492, 494; Economics 364, 455; and other approved business or economics courses.

The office administration concentration enables a student to qualify for a teaching certificate in business or to enter business as an administrative secretary or assistant in areas where office skills, procedures, and systems are desirable. The student who chooses this concentration must take at least 24 hours above the core including Business 220 (or equivalent), 221, 320, 321, 344, 384, 422, and approved electives in business and economics.

The economics concentration affords a student the opportunity to develop her interest in economic theory and its application and to prepare for a position in a specialized business, financial institution, or governmental agency or for admission to graduate school. A student who chooses this concentration must take Economics 310, 311, 449 and 15 additional hours chosen from Economics 324, 364, 434, 435, 455, 456, 492, Business 494 and approved economics courses.

A student who seeks a North Carolina teacher's certificate must meet requirements specified in the approved teacher education program. The student qualifying for the comprehensive business certificate will normally select the office administration concentration, and the student who wishes the basic business certificate will select the management concentration.

Students in the office administration concentration must present evidence of having completed 40 hours of approved work experience. All other students are encouraged to acquire work experience related to their interests and concentrations.

Requirements for B.A. Degree in Economics

Twenty-four hours in economics, including 210, 211, 310, and 311. Majors are urged to take Mathematics 211.

Accounting

330 PRINCIPLES OF ACCOUNTING
Study of basic accounting principles, accounting cycle; and preparation and interpretation of finacial statements. *Credit, three hours.*

331 PRINCIPLES OF ACCOUNTING
Application of accounting principles to partnerships and corporations, income tax, introduction to cost accounting, analysis of finacial reports and statements. Prerequisite: Business 330. *Credit, three hours.*

432 MANAGERIAL ACCOUNTING
Analysis of financial data for managerial decision-making; interpretation of accounting data for planning and conctrolling business activites. Prerequisites: Business 330 and 331. *Credit, three hours.*

433 COST ACCOUNTING
The analysis of cost factors and their relationships with production, emphasizing cost procedures and information systems; internal control busgeting. Prerequisite: Business 432. *Credit, three hours.*

Business Administration

110 FUNDAMENTALS OF BUSINESS
Introduction to business, including objectives, functions, principles, and services of business; the place of business in society; trends in business. Not open to senior majors. *Credit, three hours.*

366 PRINCIPLES OF MARKETING
Principles and methods associated with the movement of goods and services from the producer to the consumer; marketing functions and institutions. *Credit, three hours.*

384 BUSINESS COMMUNICATION AND REPORTS
Analysis and composition of adjustment, credit, collection, employment, sales, and goodwell letters; preparation and presentation of oral and written business reports. Prerequisite: ability to typewrite. *Credit, three hours.*

454 BUSINESS LAW

Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society. *Credit, three hours.*

466 SALES MANAGEMENT

An analysis of the selling practices of business firms; sales force management, the selling process, sales forecasting, sales potential, and sales quota. Prerequisite: Business 366 and 346. *Credit, three semester hours.*

468 MARKETING MANAGEMENT AND PLANNING

The management and planning required in the development of marketing plans for product and service-oriented organizations. It involves disciplined analysis of the needs, wants, perceptions, and preferences of target markets as the basis for setting objectives and developing the plans to accomplish them. Prerequisite: Business 346 and 366. *Credit, three hours.*

490 CORPORATION FINANCE

Financial analysis, working capital management, cost of capital, profitability and risk, short- and intermediate-term financing, long-term financing; external growth; and problems in financing. Prerequisite: Business 331. *Credit, three hours.*

494 DECISION ANALYSIS

An examination and application of data-gathering, analysis methods, and decision-making techniques with emphasis on primary and secondary data sources; series; parametric statistical analysis; decisions under risk and uncertainty; cost-benefit analysis; and simulation models. Prerequisites: Mathematics 245 and Business 346. *Credit, three hours.*

Management

346 PRINCIPLES OF MANAGEMENT

Introduction to management with emphasis on objectives, principles, and managerial decision-making; analysis of basic functions of planning, organizing, motivating, and controlling; personnel policies. *Credit, three hours.*

446 PERSONNEL MANAGEMENT

The principles, practices, and underlying theories of personnel management in relation to employee selection, training, motivation, and remuneration, interpersonal and group relationships; manpower planning. Prerequisite: Business 346. *Credit, three hours.*

448 ORGANIZATIONAL BEHAVIOR

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include: individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisite: junior standing; Business 346; and Psychology 100 or Sociology 230. *Credit, three hours.*

492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

For description, see Economics 492. *Credit, three hours.*

499 BUSINESS POLICY

In-depth study of managerial policy formulation, strategies, and problems, including the influence of economic, social, and governmental factors. Prerequisite: Classification as senior major in business administration (or economics). Required for management and economics concentrations. Also listed as Economics 499. *Credit, three hours.*

Office Administration

220, 221 TYPEWRITING

Development of typewriting skills; application of skill and knowledge to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for Business 221: Business 220 or a test demonstrating acceptable speed, control, and production levels. *Credit, six hours.*

320, 321 ELEMENTARY SHORTHAND

Principles of Gregg Shorthand, development of skill to take dictation at 80 words a minute on new material and produce acceptable transcripts. Prerequisite or corequisite: Business 220 and 221. Prerequisite for Business 321: Business 320 or equivalent. *Credit, six hours.*

344 OFFICE PROCEDURES AND MANAGEMENT

Selection and effective use of office equipment and supplies; development of working knowledge of transcribing machines, duplicating machines, word processors, calculators, filing and records management. Prerequisite: Business 221 or equivalent. *Credit, three hours.*

422 ADVANCED SHORTHAND

Review of shorthand theory; further development of dictation and transcription skills; special attention to mailable transcripts and production competency. Prerequisite: Business 221, Business 321 or equivalent. *Credit, three hours.*

Miscellaneous

764 THE TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of the philosophy and the objectives of business education and the importance of planning and evaluating. May not be counted toward a major. *Credit, three hours.*

934 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Planned conferences and programs for integrating experience with theory from courses taken in major. Limited to senior majors (advanced juniors by special permission). Pass/Fail grading only. *Credit, three hours.*

Economics

210 PRINCIPLES OF ECONOMICS

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit, three hours.*

211 PRINCIPLES OF ECONOMICS

A continuation of Economics 210, with microeconomic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Prerequisite: Economics 210. *Credit, three hours.*

310 AGGREGATE ECONOMIC ANALYSIS

Intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payments equilibrium. Prerequisite: Economics 210. *Credit, three hours.*

311 PRICE THEORY

A study of resource allocation, consumer utility maximization, price elasticity, resource demand, and profit maximization under different market structures. Prerequisite: Economics 210 and 211. *Credit, three hours.*

324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisite: Economics 210. *Credit, three hours.*

364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis upon labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisite: Economics 210 and 211. *Credit, three hours.*

374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protection for the consumer; consumer credit institutions; insurance, investments; and management of personal and family finances. Also listed as Home Economics 374. *Credit, three hours.*

434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of the multinational corporations and common markets. Prerequisite: Economics 210 and 211. *Credit, three hours.*

435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, communism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, U.S.S.R., Great Britain, India, and the Common Market countries. Prerequisite: Economics 210. *Credit, three hours.*

455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisite: Economics 210 and 211. *Credit, three hours.*

456 PUBLIC FINANCE

Principles of taxation and the budgetary expenditure process; the role of government in allocation of resources, stabilization of the economy and income redistribution; debt management. Prerequisite: Economics 210. *Credit, three hours.*

492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

Portfolio management theory and practice; technical analysis; cyclical analysis and forecasting; functions of securities' markets; security evaluation of stocks, bonds, money market instruments, options, futures, investment trusts, real estate, and tangible speculative investments; methods for optimizing the goals of individual and corporate investors. Prerequisite: Business 490; Math 245. *Credit, three hours.*

499 BUSINESS POLICY

For description, see Business 499. *Credit, three hours.*

Additonal courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the departmental chairman and arrange for it through the special studies options listed on page 71.

CHEMISTRY AND PHYSICAL SCIENCE

Professor Shiflett, *Chairman*; Professor Bunn; Assistant Professors Birkin and Lewis; Instructors Baunach and Whitehurst.

The department offers a major in chemistry (B.A. or B.S.).

The chemistry department seeks to prepare students for a variety of goals in life. A major in chemistry provides a student with a well-rounded education, as well as preparing her specifically for graduate or professional school, a career in industrial chemistry or teaching.

Examples of graduate and professional opportunities are medical, dental, and veterinary schools; medical technology programs; graduate schools in chemistry, biochemistry, textile chemistry, wood and paper chemistry; and a great number of health-related fields. A student should obtain additional information from the department concerning exact course requirements for specific schools.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: Chemistry 111, 112, 221, 222, and 350.

Requirements for a Major

BACHELOR OF ARTS

Thirty semester hours in chemistry, including 111, 112, 221, 222, 350, and 499 (with corequisite labs); Physics 211, 212; Mathematics 211, 212 (another mathematics course may be substituted for 212 with approval of the chemistry department).

BACHELOR OF SCIENCE

Thirty-six hours in chemistry, including 111, 112, 221, 222, 350, 420, 430, 440, 499 (with corequisite labs); Physics 211, 212; Biology 101; Mathematics 211 , 212, 220, 354 (another mathematics course may be substituted for 354 with approval of the chemistry department). Computer Science 201 is strongly recommended. German 100, 101 is recommended to fulfill the foreign language requirement.

Chemistry

111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours a week. Corequisite: Chemistry 141. *Credit, three hours.*

141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in Chemistry 111. Three laboratory hours a week. Corequisite: Chemistry 111. *Credit, one hour.*

112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours a week. Prerequisite: Chemistry 111, 141. Corequisite: Chemistry 142. *Credit, three hours.*

142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in Chemistry 112 and including qualitative and quantitative analysis.Three laboratory hours a week. Corequisite: Chemistry 112. *Credit, one hour.*

221 ORGANIC CHEMISTRY I

Fundamental principles, reactions, and mechanisms of organic chemistry. Three class hours per week. Prerequisite: Chemistry 112, 142. Corequisite: Chemistry 241. *Credit, three hours.*

241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours a week. Corequisite: Chemistry 221. *Credit, one hour.*

222 ORGANIC CHEMISTRY II

A continuation of Chemistry 221, emphasizing mechanisms, reactions, and physical methods of organic chemistry. Three class hours a week. Prerequisite: Chemistry 221, 241. Corequisite: Chemistry 242. *Credit, three hours.*

242 ORGANIC CHEMISTRY LABORATORY II

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds, using chemical tests and instrumental analysis. Three laboratory hours a week. Corequisite: Chemistry 222. *Credit, one hour.*

301 THE SCIENTIFIC LITERATURE

An introduction to the scientific literature, various literature search strategies, and a literature search on an assigned topic. Prerequisite: one laboratory science course. Also listed as BIO 301. Offered Fall semester only. *Credit, one hour.*

302 EXPERIMENTAL DESIGN

An introduction to experimental design and the analysis and evaluation of experimental data. Prerequisite: one laboratory science course. Also listed as BIO 302. Offered Spring semester only. *Credit, one hour.*

350 QUANTITATIVE ANALYTICAL CHEMISTRY

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, and electroanalytic methods. Prerequisite: Chemistry 112. Three class hours and three laboratory hours a week. *Credit, four hours.*

401 RESEARCH I
A laboratory experience involving individual or small group participation in an ongoing research project. Two laboratory hours a week. Prerequisite: one laboratory science course. Also listed as BIO 401. Offered Fall semester only. *Credit, one hour.*

402 RESEARCH II
A continuation of CHE 401 with preparation of a final written report on research results. Prerequisite: one laboratory science course. Also listed as BIO 402. Offered Spring semester only. *Credit, one hour.*

420 CHEMICAL THERMODYNAMICS AND KINETICS
A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures a week. Prerequisites: Chemistry 112, Physics 212, and Mathematics 211. *Credit, three hours.*

430 ATOMIC AND MOLECULAR STRUCTURE
A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures a week. Prerequisites: Chemistry 112, Physics 212, and Mathematics 211. *Credit, three hours.*

440 EXPERIMENTAL PHYSICAL CHEMISTRY
Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours a week. Prerequisite: Chemistry 420 or 430 or concurrent registration. *Credit, one hour.*

436 BIOCHEMISTRY
See Biology 436, page 77. *Credit, three hours.*

446 BIOCHEMISTRY LABORATORY
See Biology 446, page 77. *Credit, one hour.*

474 INORGANIC CHEMISTRY
Advanced concepts of theoretical and descriptive inorganic chemistry. Three class hours a week. Prerequisite: Chemistry 112, 142. *Credit, three hours.*

499 SEMINAR
May be taken for credit more than one semester. Offered for pass-fail grading only. *Credit, one to three hours.*

Physics

204 PRINCIPLES OF PHYSICS
A non-mathematical treatment of the fundamental principles of physics, with emphasis on their relevant applications. *Credit, three hours.*

211 GENERAL PHYSICS I
A study of mechanics, thermodynamics, and waves. Three lectures a week. Prerequisite: Mathematics 211. Corequisite: Physics 241. *Credit, three hours.*

241 GENERAL PHYSICS LABORATORY I
Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours a week. Corequisite: Physics 211. *Credit, one hour.*

212 GENERAL PHYSICS II
A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: Physics 211. Corequisite: Physics 242. *Credit, three hours.*

242 GENERAL PHYSICS LABORATORY II
Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours a week. Corequisite: Physics 212. Credit, one hour.

Geography

Geography 204 carries credit toward the area requirement in the natural sciences. Geography 205, 236 and 368 may be used for credit toward the area requirement in the social sciences.

204 ELEMENTS OF PHYSICAL GEOGRAPHY
An introductory survey of man's physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Offered both semesters. Three class hours and one two-hour laboratory period a week. *Credit, four hours.*

205 WORLD REGIONAL GEOGRAPHY
A systematic survey of major world regions with emphasis on climates, landforms, resources and economics. Also includes discussions on political ties, and position in world trade. *Credit, three hours.*

236 CONSERVATION OF NATURAL RESOURCES
An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever growing problem of preservation for future generations. *Credit, three hours.*

368 POLITICAL GEOGRAPHY
A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours.*

SCI 764 THE TEACHING OF SCIENCE
See page 77. May not be counted toward a major. *Credit, three hours.*

A student interested in a joint degree program in chemical engineering with North Carolina State University should contact an adviser within the chemistry department during her freshman year.

Students who wish advanced study and research in chemistry and physics should consult with the department chairman and arrange for it through the special studies options listed on page 71.

EDUCATION

Professor Todd, *Chairman*, Professor Murray; Associate Professor Allred; Assistant Professor Johnson.

Teacher Education

A student may choose a teacher education program in addition to her major program of study. A major subject must be selected from the list on page 55. Programs are available for N.C. Class A teacher certification in early childhood education (grades K-3); intermediate education (grades 4-9); special subject areas (grades K-12) in art, music, and reading; and secondary subject areas (grades 8-12) in business education, English, French, home economics, Latin, mathematics, science, social studies, and Spanish.

Although there are common elements in each of the teacher education programs, each of the teacher education programs is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages. Students who plan to teach in the public or private schools should choose one of the programs early and pursue it throughout their undergraduate and graduate college experience. Additional information and advice are available in the Department of Education.

Admission to teacher education is open to both degree and nondegree women students who meet the standards established by the College:

I. Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith College)
    A. A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semeste of the junior year of one full semester prior to the semester in which she plans to do her student teaching.
        1. Students who plan to be intermediate education teachers should confer with their advisers and select and declare a major to coincide with one of the concentrations available to teacher education students at Meredith College. See pages 84-85.
        2. Students who plan to be subject area teachers should confer with their advisers and select and declare a major to coincide with one of the subject areas available to teacher education students at Meredith College. See page 86.
    B. After selecting a major and the desired teacher education program the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
    C. Next, the student should go to the education department, get the Meredith College Degree Student packet of materials for Admission To Teacher Education and see that the Application for admission to teacher education and all supporting materials are filed with the education department as soon as possible.
        1. At this point and as a part of the application for admission to teacher education process, the student and her adviser prepare and submit the Planned Program of Preparation for Teacher Education which will lead to graduation and certification in teacher education.
        2. The completed application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.
    D. Each completed application is reviewed in the Department of Education and the decision to admit the applicant is made on the basis of:
        1. Meredith College work completed;
        2. The applicant's overall grade point average which must be 2.0 or above;
        3. The Planned Program of Teacher Preparation;
        4. The applicant's recommendations for admission to teacher education.
    E. Each applicant is notified of the admission decision by letter by the chairman of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the chairman of the Teacher Education Committee requesting a review of the decision.

II. Nondegree Students (Students enrolled in a program of study that does not lead to a degree awarded by Meredith College).
    A. All nondegree students seeking initial North Carolina Class A teaching certification, an additional North Carolina Class A teaching certificate, or North Carolina Class A teaching certificate renewal should confer with the chairman of the Education Department.
    B. Students with a baccalaureate degree from another institution seeking North Carolina Class A teacher certification at Meredith College must meet teacher competency requirements through a program approved by the Department of Education. They must take a minimum of 30 hours of course work at Meredith which may include additional courses in general education and will include specific teaching areas and professional education. Exceptions to these requirements will be determined on an individual basis by the Department of Education.

The following structured programs are planned to insure competence in teaching. Most students will satisfy the competencies which are defined by the State Department of Public Instruction by following the prescribed program of study; however, individual needs in some limited instances may be met by arrangement with the Department of Education and the major adviser.

Requirements for All Certificates

All college requirements for graduation must be met by each student seeking N.C. Class A certification. Courses taken to meet college graduation requirements are also applicable to specific requirements in all teacher education programs.

Students completing a teacher education program must also complete a major in another discipline (see page 55).

Elementary Teacher Education Programs

(Early Childhood Education Grades K-3; and Intermediate Education, Grades 4-9)

Students who expect to secure a North Carolina Class A certificate to teach at the early childhood education (K-3) level or at the intermediate education (4-9) level must meet both the course and minimum semester hour requirements listed below.

Early Childhood (Grades K-3) Program

- Language arts 9
  - English composition and grammar 3
  - English literature 3
  - American literature 3
- Social studies 12
  - History (101, 102, 214, or 224) 3
  - Sociology 335 (SOC 230 or 260 strongly recommended as prerequisites) 3
    - Two fields selected from the following: anthropology, economics, history, cultural geography, politics, sociology 6
- Psychology 3
  - Developmental Psychology, PSY 204 Prerequisite: EDU 234 or PSY 100)
- Natural Science 6
- Mathematics 3
  - Mathematics 100
- Cultural arts 4
  - Art in the Elementary School, ART 744 (Prerequisite IDS 100) 2
  - Music in the Elementary School, Music 744 (Prerequisite IDS 100) 2
- Health and physical education 4
  - Health Education in the Elementary School, HED 744 2
  - Physical Education in the Elementary School, PED 744 2
- Education 27
  - Foundations of American Education, EDU 335 or Philosophy of Education, EDU 336 3
  - Educational Psychology, EDU 234 3
  - Communication Skills in the Elementary School, EDU 344 3
  - Perspectives in Early Childhood Education, EDU 348 3
  - Literature in the Elementary School, EDU 455 .... (Block) 2
  - Mathematics in the Elementary School, EDU 456 .... (Block) 2
  - Science in the Elementary School, EDU 457 .... (Block) 2
  - Social Studies in the Elementary School, EDU 458 .... (Block) 2
  - Seminar in Education, EDU 440 . . (Block) 1
  - Observation and Directed Teaching (K-3), EDU 439 .... (Block) 6

Intermediate Education (Grades 4-9) Program

A. Specific general education and professional education requirements

- Language arts 9
  - English composition and grammar 3
  - English literature 3
  - American literature 3
- Social studies 12
  - History (101, 102, 214, or 224) 3
  - Sociology 335 (SOC 230 or 260 strongly recommended as prerequisites) 3
    - Two fields selected from the following: anthropology, economics, history, cultural geography, politics, sociology 3
- Psychology 3
  - Developmental Psychology, PSY 204 (Prerequisite: EDU 234 or PSY 100)
- Natural Science 6
- Mathematics 3
  - Mathematics 100
- Cultural arts 4
  - Art in the Elementary School, ART 744 (Prerequisite IDS 100) 2
  - Music in the Elementary School, Music 744 (Prerequisite IDS 100) 2
- Health and physical education 4

- Health Education in the Elementary School, HED 744 2
- Physical Education in the Elementary School, PED 744 2

Education 27

- Foundations of American Education, EDU 335 or Philosophy of Education, EDU 336 3
- Educational Psychology, EDU 234 3
- Communication Skills in the Elementary School, EDU 344 3
- Teaching in Elementary and Middle Schools, EDU 349 3
- Literature in the Elementary School, EDU 455 .... (Block) 2
- Mathematics in the Elementary School, EDU 456 .... (Block) 2
- Science in the Elementary School, EDU 457 .... (Block) 2
- Social Studies in the Elementary School, EDU 458 .... (Block) 2
- Seminar in Education, EDU 440 .. (Block) 1
- Observation and Directed Teaching (4-9), EDU 439 ...... (Block) 6

B. The N.C. State Department of Public Instruction has a guideline for prospective intermediate teachers requiring one or more concentrations of at least 18 hours in a subject area taught in the intermediate grades. The six concentrations available in Meredith College's Approved Teacher Education Program are:

1. Language arts 18
2. Social studies 18
3. Mathematics 18
4. Science 18
5. Art 18
6. Music 18

Special Subject Area (Grades K-12) Program

Art (K-12)

1. All college requirements for graduation. Must include history and mathematics (see details on pages 54 and 55.
2. Minimum semester hours in teaching fields for grades K-12.

   Art courses, semester hours 34-37
   (See page 73 for art education program requirements.)

Music (K-12)

1. All college requirements for graduation. Must include history and mathematics (ss details on pages 54 and 55.
2. Minimum semester hours in teaching fields for grades K-12.

   Music courses semester hours 55-59
   (See page 104 for music education requirements.)

Reading Certification (K-12)

Students who wish to add reading certification to their existing or proposed initial certification must meet the requirements listed below.

A. Prerequisites
   1. EDU 344, Communication Skills in the Elementary School, EDU 344 3
   2. EDU 455, Literature in the Elementary School, EDU 455 .... (Block) 2

B. Additional requirements
   1. EDU 470, Survey of Reading 2
   2. EDU 471, Reading in the Content Areas .. (Block) 3
   3. EDU 472, Diagnoisis of Reading Ability 2
   4. EDU 473, Remedial Reading Instruction 2
   5. EDU 474, Reading Practicum 3

Secondary Subject Area (8-12) Programs

Students who plan to earn a North Carolina Class A teaching certificate in a subject area must meet the minimum requirements listed below:

Major courses, related courses, and electives are counted toward certification.

A. Subject areas (8-12)
   1. All college requirements for graduation. Must include history and mathematics (see details on pages 54 and 55).
   2. Minimum semester hours in subject area taught in grades 8-12

Business education	36
English	36
French	30
Home economics	48
Latin	30
Mathematics	30
Science	48
Social studies (anthropology, economics, cultural geography, history, politics, sociology)	42
Spanish	30

B. Minimum semester hours in professional courses EDU 335, Foundations of American Education, or EDU 336, Philosophy of Education 3

EDU 234, Educational Psychology	3
EDU 764, Methods	3
EDU 466, Adolescent Behavior	(Block) 3
EDU 467, The Secondary School	(Block) 3
EDU 471, Reading in the Content Areas	(Block) 3
EDU 438, Field Experiences, Secondary	(Block) 1

EDU 439, Observation and Directed Teaching (8-12) .... (Block) 6

Education Courses

Foundations of American Education, Education 335, is recommended as the first course in the professional sequence.

234 EDUCATIONAL PSYCHOLOGY

A study of the psychological principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. *Credit, three hours.*

335 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural foundations perspective including an understanding of the American education goal. Consideration is given to educational organization, finance, adminstration, and curricula, as well as current issues facing American schools. *Credit, three hours.*

336 PHILOSOPHY OF EDUCATION

A study of the philosophical issues which bear upon education. A comparative treatment of the conflicting beliefs about reality, knowledge, and value is made in terms of idealism, realism, scholasticism, experimentalism, and existentialism. Linguistic analysis and social philosophies in education are also examined. *Credit, three hours.*

344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

A study of the interrelated processes of listening, speaking, reading, and writing with particular emphasis upon the major aspects of reading instruction. Included in the course is an intensive study of the major word attack skills. The relationship of phonology to orthography is explored, and strategies for teaching interrelated phonics and structural analysis skills are developed.

The particular needs of the early childhood and intermediate teacher will be considered. *Credit, three hours.*

348 PERSPECTIVES IN EARLY CHILDHOOD EDUCATION

A review of the historical, philosophical, and psychological foundations of early childhood he arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as elective in the humanities and fine arts. *Credit, three hours.*

349 TEACHING IN ELEMENTARY AND MIDDLE SCHOOLS

A study of the structure and function of elementary and middle schools with emphasis on the role of the teacher. Consideration is given to curriculum, planning and evaluation, instructional materials and resources, teacher-parent relationships, records, and reports. Fall semester only. *Credit, three hours.*

438 FIELD EXPERIENCES: SECONDARY

This course focuses on field experiences for secondary teacher education students. A minimum of 30 hours in a secondary school setting will be required and will not include educational psychology field requirements. May be taken twiced. Block course. Pass Fail. *Credit, one hour.*

439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience in a school setting. Student teaching is on the block. Weekly seminars are arranged. Fee, $60. Block course. Pass-fail grading only. *Credit, six hours.*

Student Teaching Requirements

The following requirements must be met before a student is permitted to register for student teaching.

A. An overall grade point average of 2.00 or above to have been achieved by the end of the term prior to student teaching.

B. Observation and participation in the public schools and/or with children and youth in other situations.

C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness.

D. Current enrollment in or satisfactory completion of all required methods courses.

E. The required physical exam for public school teachers.

F. Filing of an application for student teaching placement with the Department of Education.

440 SEMINAR IN EDUCATION
(Early Childhood and Intermediate)

A study of the current issues having a direct influence upon educational practice and research. This is taken concurrently with Education 439. Block course. Pass-fail grading only. *Credit, one hour.*

455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of mathematics in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of science in the elementary school with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

466 ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and problems of adolescents, with consideration of the psychological basis of adolescent behavior, including measurement procedures and research results. Block course. *Credit, three hours.*

467 THE SECONDARY SCHOOL

The historical development, including place and function of secondary education in our democracy; the organization and administration of the high school curriculum, methods of planning and teaching, qualifications of the high school teacher, student guidance, records, and reports. Block course. *Credit, three hours.*

470 SURVEY OF READING

A study of the methods, materials, and basic research in developmental reading. Emphasis is given to identifying, selecting, and evaluating reading methodologies, programs, and materials. *Credit, two hours.*

471 READING IN THE CONTENT AREAS

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit for secondary students. Grade and three hours credit for reading certification students.

472 DIAGNOSIS OF READING ABILITY

A study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic techniques. Emphasis is given to determining students' interests and readiness for reading and to measuring mastery of basic reading skills. *Credit, two hours.*

473 REMEDIAL READING INSTRUCTION

A study of the various ways of meeting the needs of individuals and groups by prescribing reading programs based upon diagnosis of needs and knowledge of methods and materials. Emphasis is given to developing study guides, modifying text material, and locating supplementary materials. *Credit, two hours.*

474 READING PRACTICUM

Designed to provide tutoring experiences which interrelate reading and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading instructional programs for students including continuous diagnosis, selection and use of materials, and developing reading record-keeping procedures. *Credit, three hours.*

Methods Courses

Methods courses are offered for those enrolling in elementary (early childhood and intermediate) education. Students seeking certification at the secondary level must take the methods course appropriate to the teaching field. In these courses students are introduced to aims, objectives, materials, and techniques of the teaching fields and levels of the approved teacher education programs.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

734 Methods in the Teaching of Art. *Credit, three hours.*

744 Art in the Elementary School. *Credit, two hours.*

764 The Teaching of Science. *Credit, three hours.*

764 The Teaching of Business. *Credit, three hours.*

764 The Teaching of Foreign Language. *Credit, three hours.*

744 Health Education in the Elementary School. *Credit, two hours.*

744 Physical Education in the Elementary School. *Credit, two hours.*

764 The Teaching of Social Studies. *Credit, three hours.*

764 Methods of Teaching Home Economics. *Credit, three hours.*

764 Methods of Teaching Secondary Mathematics. *Credit, three hours.*

720 Materials and Methods for Teaching Music in Grades K-3. *Credit, two hours.*

721 Materials and Methods for Teaching Music in Grades 4-6. *Credit, two hours.*

722 Materials and Methods for Teaching Music in Grades 7-12. *Credit, two hours.*

744 Music in the Elementary School. *Credit, two hours.*

ENGLISH

Associate Professor Brewer, *Chairman;* Professors Knight and Rose; Associate Professor Gilbert; Assistant Professors English, Jackson, Steinmetz, Taylor, and Walton.

Certain clearly defined aims have determined both the individual course offerings and emphases and the program for majors in the Department of English. In brief, these may be defined as appreciation of human values; skills in expression, both oral and written, including increased ability to think logically and independently, as well as to express those thoughts clearly and effectively; and aesthetic appreciation and enjoyment of great literature which preserves our cultural heritage. It is the hope of the department that courses in both language and literature, committed to such ends, will foster in the student a continuing interest in self-cultivation in these powers of thought, expression, and appreciation.

The study of English as a major may prepare a student for graduate study in this or related fields or for careers in such areas as the following: teaching and school administration; journalism and editorial work; personnel work and counseling; positions in business and research, libraries, museums, churches; free-lance media writing. A major in English is also highly recommended as pre-professional training for both law and medicine.

Requirements for a Major

Thirty hours in English, including 111, 201, 374 or equivalent, and a seminar. Twelve hours must be selected from 351, 352, 355, 356, 357, 498, and at least six additional hours from courses numbered above the 200's.

No credit in English is given for 764. English 202 is strongly recommended for the English major.

Prerequisites

English 111 is a prerequisite for all other courses in English; English 201 is a prerequisite for all other literature courses in the department.

111 PRINCIPLES OF WRITING

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers. *Credit, three hours.*

112 EXPOSITORY WRITING

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: English 111 or its equivalent. *Credit, three hours.*

201 MAJOR BRITISH WRITERS

A study of major British writers designed to foster appreciation and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue emphasis on composition. Authors studied: Chaucer, Shakespeare, Milton, two 18th century writers, Wordsworth, Browning, and a 20th century writer. *Credit, three hours.*

202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to English 201. *Credit, three hours.*

206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genre: poetry, fiction, drama, essay, history, and biography. *Credit, three hours.*

[208 WORLD MASTERPIECES IN TRANSLATION]

Credit, three hours.

235 CREATIVE WRITING

Credit, three hours.

351 OLD ENGLISH

A study of Old English language with readings of selected prose and poetry in Old English. *Credit, three hours.*

352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of the history of the English language and supplementary reading in background material. Prerequisite: English 351. *Credit, three hours.*

355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. *Credit, three or six hours.*

357 MILTON SEMINAR

Poetry and selected prose. *Credit, three hours.*

358 ADVANCED GRAMMAR AND COMPOSITION

Intensive study of traditional grammar; introduction to linguistics and transformational grammar; study and writing of expository prose. *Credit, three hours.*

359 AMERICAN LITERATURE SEMINAR

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: English 206 or equivalent. Offered spring semester only. *Credit, three hours.*

364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY

A study of 20th century English and American poets and their works, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. Offered spring semester in even years. *Credit, three hours.*

365 ENGLISH POETRY OF THE ROMANTIC PERIOD

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. *Credit, three hours.*

[367 ENGLISH POETRY OF THE VICTORIAN PERIOD]

A study of the poetry of Browning and Tennyson, with selections from other poets of the Victorian period. To alternate with English 365. *Credit, three hours.*

368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. *Credit, three hours.*

370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY

A study of the 20th century English and American writers of prose, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing. Offered spring semester in odd years. *Credit, three hours.*

374 TECHNIQUES OF LITERARY RESEARCH

A directed individual study, including a survey of library resources and research techniques and culminating in a short research paper. Open only to English majors. *Credit, one hour.*

498 SENIOR SEMINAR

Representative epics, dramas, and novels of Continental literature studied in relation to English literature. Open only to majors in English. *Credit, three hours.*

764 THE TEACHING OF ENGLISH

A study of different methods of teaching the content and skills included in a secondary English curriculum. *Credit, three hours.*

Students who wish advanced study and research in literature should consult with the departmental chairman and arrange for it through the special studies options listed on page 71 . Students may elect courses through the Cooperating Raleigh Colleges.

FOREIGN LANGUAGES

Associate Professor Kurtz, *Chairman;* Associate Professors Comeaux and Ledford; Assistant Professor Pitts; Instructors Reiss, Short, Thomas, and Winz.

The Department of Foreign Languages offers a major and a minor in French and Spanish, two years of Latin with some advanced work for those who need it, and two years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization and literature.

Requirements for a Major

Thirty hours in foreign languages above 101, 102, including 364 and 365. Majors in French and Spanish must include 305 and 306. Majors in Spanish must also include 366 and 367. All foreign language majors must take History 102, and are urged to include a second language as a related field. In order to comply with certification requirements, students who plan to teach French or Spanish must take the courses numbered 305 and 306 in the language to be taught. All students planning to teach a foreign language must take 764 which may not be counted toward a major. Advanced courses in literature are open to non-majors. In these courses, some accommodation is made for non-majors in the use of the language.

Advanced Placement

A placement test will be given in August to those who request it. Entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 level.

Students will be placed at the appropriate level on the basis of years of study or placement test. Entering and continuing students may receive up to six hours credit for intermediate language courses. (Advanced placement credit is never awarded for elementary courses.) To receive advanced placement credit, a student must apply to the department upon completion of two three-hour courses at the 300 level with a grade of C or better.

French

101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for French 204. One hour of language laboratory required. *Credit, three hours.*

102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of French 101. English will be used in the classroom for orientation purposes only. A one-hour lab will be required. *Credit, three hours.*

204 STRUCTURAL FRENCH

Conversational and written French for students who had some high school work in the language, but who cannot qualify for French 205. Language laboratory required. *Credit, three hours.*

205 INTERMEDIATE FRENCH I

A review and continuation of French 102 and French 204, and gradual introduction of graded readings. Language laboratory required. Prerequisite: French 102, French 204 or equivalent. *Credit, three hours.*

206 INTERMEDIATE FRENCH II

A continuation of French 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Language laboratory required. Prerequisite: French 205 or equivalent. *Credit, three hours.*

304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. *Credit, three hours.*

305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in French. Prerequisite: French 205 or equivalent. *Credit, three hours.*

306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Required of majors in French. Prerequisite: French 205 or equivalent. *Credit, three hours.*

364 FRENCH LITERATURE TO 1789

Selected reading in French literature from the beginnings to the French revolution with some emphasis on culture and civilization. Prerequisite: French 205 or equivalent. *Credit, three hours.*

365 FRENCH LITERATURE FROM 1789 TO THE PRESENT

Selected readings in French literature from the French revolution to the present. Prerequisite: French 205 or equivalent. *Credit, three hours.*

[366 FRENCH ROMANTICISM]

Credit, three hours.

[367 FRENCH REALISM AND SYMBOLISM]

A study of Realism and Symbolism as reflected in various genres. Emphasis on Flaubert and Baudelaire. *Credit, three hours.*

368 MODERN FRENCH LITERATURE

A general study of the main literary movements of the 20th century. *Credit, three hours.*

[369 CONTEMPORARY FRENCH LITERATURE]

From 1945 to the present. Emphasis on Camus, Sartre, and Robbe-Grillet. *Credit, three hours.*

394 SEMINAR IN SEVENTEENTH CENTURY

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. *Credit, three hours.*

395 SEMINAR IN EIGHTEENTH CENTURY

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships. *Credit, three hours.*

764 THE TEACHING OF A FOREIGN LANGUAGE

See page 90. May not be counted toward a major. *Credit, three hours.*

German

101 ELEMENTARY GERMAN I

Introduction to the German language through analysis. Grammar, graded readings, and some oral emphasis. Open to students who cannot qualify for German 102. *Credit, three hours.*

102 ELEMENTARY GERMAN II

A review and continuation of German 101. Prerequisite: German 101 or equivalent. *Credit, three hours.*

201, 202 INTERMEDIATE GERMAN

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; some practice in use of the spoken language. Prerequisite: German 102 or equivalent. *Credit, six hours.*

Latin

101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar. *Credit, three hours.*

102 ELEMENTARY LATIN II

A review and continuation of Latin 101. Increased emphasis on reading. *Credit, three hours.*

201, 202 INTERMEDIATE LATIN

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid. *Credit, six hours.*

364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: Latin 201, 202 or advanced placement. *Credit, six hours.*

366, 367 ADVANCED LATIN READING

Authors studied to be selected by instructor—after consultation with the preregistered students. May be taken on multiple occasions. Preprequisite: Latin 364, 365 or instructor's permission. *Credit, six hours.*

Spanish

101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for Spanish 204. A one-hour lab will be required. *Credit, three hours.*

102 ELEMENTARY SPANISH II

A review and continuation of Spanish 101. English will be used in the classroom for orientation purposes only. A one-hour lab will be required where necessary. *Credit, three hours.*

204 STRUCTURAL SPANISH

Conversational and written Spanish for students who had some high school work in the language, but who cannot qualify for Spanish 205. Language laboratory required. *Credit, three hours.*

205 INTERMEDIATE SPANISH I

A review and continuation of Spanish 102 and Spanish 204, and gradual introduction of graded readings. Language laboratory required. Prerequisite: Spanish 102, Spanish 204, or equivalent. *Credit, three hours.*

206 INTERMEDIATE SPANISH II

A continuation of Spanish 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Lanuage laboratory required. Prerequisite: Spanish 205 or equivalent. *Credit, three hours.*

304 SPANISH CIVILIZATION

A survey of the historical development of Spain as a nation as a people, including her contributions to Western culture in the fields of art, religion, and music. Taught alternately with Spanish 494. *Credit, three hours.*

305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in Spanish. *Credit, three hours.*

306 ADVANCED GRAMMAR, CONVERSATION AND COMPOSITION

Required of majors in Spanish. *Credit, three hours.*

364 SPANISH LITERATURE TO 1800

Selected Spanish literature beginning with the "Poema de mio Cid" and going through the seventeenth century. *Credit, three hours.*

365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with Spanish 366, 367. Prerequisite: Spanish 201, 202 or advanced placement. *Credit, three hours.*

366, 367 SPANISH-AMERICAN LITERATURE AND CIVILIZATION

A study of the more important works of Spanish literature, particularly as they reflect the history and civilization of the nations concerned. Alternates with Spanish 364, 365. *Credit, six hours.*

368 MODERN SPANISH DRAMA

Open to seniors and to others by special permission. Alternates with Spanish 369. *Credit, three hours.*

369 MODERN SPANISH PROSE, POETRY

Masterpieces of modern Spanish prose, (emphasis on the novel) beginning with Miguel de Unamuno. Selected poetry from Nobel Prize winners, Vicente Aleixandre, others. Alternates with Spanish 368. *Credit, three hours.*

494 SEMINAR IN CERVANTES AND THE GOLDEN AGE OF SPAIN

Open to juniors by special permission. *Credit, three hours.*

764 THE TEACHING OF A FOREIGN LANGUAGE

See page 90. May not be counted toward a major. *Credit, three hours.*

Students who wish advanced study in foreign languages should consult with the departmental chairman and arrange for it through the special studies options listed on page 71. Students may elect courses at other Cooperating Raleigh Colleges.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Associate Professor Massey, *Chairman* and Athletic Director; Assistant Professors Allen and Bross; Instructors Chamblee, Paul, Pritchard, Sappenfield and Stevenson; Huggins, Director of Equitation.

Through the study of health and physical education the student gains a greater knowledge and appreciation of her physical self. The Department of Health, Physical Education, and Recreation offers a wide variety of activities with special emphasis on individual sports, aquatics, conditioning, physical fitness, and dance. For the highly skilled there are opportunities to participate in the intercollegiate program or to become involved in the Dance Ensemble, the Aqua Angels, or the Hoof Print Club.

Theory: Health

100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge and understanding pertaining to personal and community health. Special emphasis on developing positive health attitudes and practices. *Credit, two hours.*

200 FIRST AID

A course designed to prepare students with the knowledge and skills to meet most situations when emergency first aid care is necessary. Multi-Media Red Cross Certification. *Credit, two hours.*

744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of the elementary school-age children and provide them with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements. *Credit, two hours.*

Theory: Physical Education

359 DANCE HISTORY

A survey of the development of dance in the 20th century and the ideas of the 19th century that were crucial to these developments. Counts as elective in the humanities and fine arts. *Credit, three hours.*

744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the physical education needs and interests of elementary school-age children and to provide them with information, ideas, and experiences pertinent to principles, planning, teaching, and evaluating physical education at the elementary school level. Does not meet general education requirements. *Credit, two hours.*

Activity: Physical Education and Recreation

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional physical education activity courses. However, no more than eight credits may be counted in the 124 hours required for graduation.

A student may repeat a course at the same level only with special permission granted by the departmental chairman and upon recommendation from her previous instructor.

All activity courses carry *one credit hour* per semester. Pass-fail grading only. (See page 71 for exception.)

Aquatics

110 **Swimming I** - for non-swimmers.

113 **Synchronized Swimming I** - fundamentals including stunts, stroke variations, and choreography; must be a strong swimmer and know basic strokes.

210 **Swimming II** - must be able to swim in deep water.

311 **Advanced Life Saving*** - for strong swimmers to qualify for Red Cross Advanced Life Saving Certificate.

312 **Water Safety Instructor*** - Prerequisite: current Red Cross Advanced Life Saving Certificate.

313 **Synchronized Swimming II** - Performing group; advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

Conditioning and Physical Fitness

120 **Conditioning** - includes jogging and activities for muscle tone, weight, and figure control.

121 **Physical Fitness** - exercise programs designed to meet the fitness level needs of each student.

122 **Aerobics** - exercise to music.

*Equitation**

The equitation program offers instruction in balance seat—a combination of hunt seat and dressage. It helps to develop control of the horse and a firm riding seat. Skill for lifetime recreation is the aim of the instruction at all levels.

Advanced riders may arrange with the director of equitation to utilize Meredith facilities for their individualized needs. Boarding facilities are available for a fee (see page 30). Before being permitted to ride, a student must sign the release form available in the business office.

130 **Equitation I** (Beginner)

230 **Equitation II** - Prerequisite: PED 130 or equivalent.

330 **Equitation III** - Prerequisite: PED 230 or equivalent.

Individual Sports

140 **Archery**

141 **Badminton I** (Beginner)

142 **Bowling I*** - (taught at Western Lanes).

143 **Golf I***

144 **Gymnastics I** - must be able to do forward roll and support body weight on hands.

146 **Tennis** (Beginner)

147 **Snow Skiing*** - taught between semesters (French Swiss Ski College, Boone, North Carolina.)

148 **Racquet Ball I*** - (taught at Highwoods)

241 **Badminton II** - Prerequisite: PED 141

242 **Bowling II*** - Prerequisite: PED 142 or equivalent

243 **Golf II*** - Prerequisite: PED 143 or equivalent.

244 **Gymnastics II** - Prerequisite: PED 144 or consent of instructor.

246 **Tennis II** - Prerequisite: PED 146 or equivalent.

248 **Racquet Ball II*** - Prerequisite: PED 148 or equivalent

346 **Tennis III** - Prerequisite: PED 246 or equivalent

Rhythmic Activities

151 **Ballet I**

152 **Folk and Square Dance**

153 **Modern Dance I**

154 **Modern Jazz I**

155 **Dance-Composition I**

157 **Movement Improvisation**

251 **Ballet II** - prerequiste PED 151 or equivalent

253 **Modern Dance II** - Prerequisite: two semesters of PED 153 or equivalent

254 **Modern Jazz II** - Prerequisite: two semesters of PED 154 or equivalent

255 **Dance-Composition II.** - Prerequisite: PED 155

353 **Modern Dance** - Meredith Dance Repertory Ensemble. By audition or invitation.

Team Sports

161 **Basketball**

163 **Softball**

164 **Volleyball**

Intercollegiate Sports

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

470 **Golf**

471 **Basketball**

474 **Tennis**

475 **Volleyball**

477 **Softball**

Students who wish special, individual, or group study in health, physical education, or recreation should consult with the department chairman and arrange for it through the special studies options listed on page 71.

Students may elect courses through the Cooperating Raleigh Colleges.

**Special Fee.*

HISTORY AND POLITICS

Professor F. Grubbs, *Chairman*; Professors Burris and Lemmon; Associate Professors Gates, C. Grubbs and Parramore; Assistant Professor Frazier.

The department offers a major in history, American civilization, international studies, and political studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and politics. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

Special Career Directions

History and political studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks and internships in vocational areas.

Advanced Placement

The department offers advanced placement in American History 214, 215; Western Civilization 101, 102; Introduction to Non-Western Civilization 224; Politics 100.

Requirements for a Major in History

A major in history consists of 30 hours, including nine hours in History 101 or 102, 200, 214 or 215, 224. History 499 and a research experience of either History 334 or three term papers in courses numbered 300 is required of all majors. Major professor, Mr. Grubbs.

Requirements for a Major in American Civilization

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and a seminar in history, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Mr. Grubbs.

Requirements for a Major in International Studies

A major in international studies consists of 36 hours with a minimum of 18 hours in history, including 334, and 18 hours in related fields of business, economics, geography, and fine arts. Major professors, Mr. Grubbs and Mrs. Gates.

Requirements for a Major in Political Studies

A major in political studies is a multi-disciplinary major with a politics core. Requirements include 36 credit hours with 18-21 hours in politics including individual research and a seminar in scope and methods, and 15-18 hours in related fields such as sociology, economics, religion, philosophy, psychology, and history. The choice of courses in related fields must be approved by the director of the political studies program, but History 214, 215, or 319 are strongly recommended. Major professor, Mr. Frazier.

History

101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, and Judaeo-Christian traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750. *Credit, three hours.*

102 MODERN WESTERN CIVILIZATION

The rise of nationalism, romanticism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world. *Credit, three hours.*

200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of the conquest, colonization, and independence; ending with the study of contemporary characteristics of the modern Latin American states. *Credit, three hours.*

214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction. *Credit, three hours.*

215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state. *Credit, three hours.*

224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa. *Credit, three hours.*

231 AN INTRODUCTION TO MUSEUMS

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

233 RESEARCH IN LOCAL AND FAMILY RECORDS

Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

302 ENGLISH HISTORY SINCE 1066 A.D.

A general survey of the history of English from the Norman Conquest to the present. Emphasis on the development of English political institutions, literature, cultural, social, economic, political, and constitutional issues. *Credit, three hours.*

304 ANCIENT HISTORY

A study of the cultural and historical characteristics of the earliest civilizations, with special emphasis on the Greek and Roman contributions to subsequent civilizations. *Credit, three hours.*

306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. *Credit, three hours.*

308 CONTEMPORARY EUROPE SINCE 1945

A comprehensive study of the European nations since the end of World War II. The course will explore the political, social, economic, and cultural characteristics of the nations. *Credit, three hours.*

309 AMERICAN BUSINESS HISTORY

The rise of the American Corporation through three industrial revolutions. Emphasis will be placed on the role of the Corporation in social, environmental, ethnic, and multinational areas. *Credit, three hours.*

310 MODERN CHINA

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts. *Credit, three hours.*

313 NINETEENTH CENTURY AMERICA

A study of the federal period and the social, political, military, and industrial developments in the 19th century. Southern contributions will be emphasized. *Credit, three hours.*

314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial makeup, and Revolutionary period. *Credit, three hours.*

319 COMTEMPORARY AMERICAN HISTORY SINCE 1945

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy. *Credit, three hours.*

320 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history. *Credit, three hours.*

325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages. *Credit, three hours.*

333 HISTORY OF THE SOUTH

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments. *Credit, three hours.*

334 METHODS OF HISTORICAL RESEARCH

Investigation of uses of manuscripts, public documents, and other types of primary source materials with Meredith library and other libraries in the area. Directed analysis and organization of materials to produce a major paper. Usually, majors only. *Credit, three hours.*

367 ARCHAEOLOGY AND THE ANCIENT NEAR EAST

See Religion 367 for description. *Credit, three hours.*

499 SENIOR SEMINAR

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only. *Credit, three hours.*

SST 764 THE TEACHING OF SOCIAL STUDIES

Required for secondary teacher certification. May not count toward a major. *Credit, three hours.*

Politics

948 CAPITAL CITY SEMESTER

The Capital City Semester, an intercollegiate program of intensive seminar and research experience in North Carolina government and politics, will be offered in the spring semester, generally in even-numbered years. Participants will meet downtown on Tuesdays and Thursdays for seminar sessions with speakers who are involved in state government-related activities. Special research projects, field trips, and individual observation projects are also part of this program. Six hours of seminar credit and three hours of research credit are typically granted for participation in this program, although it is possible to take the seminar without the research component.

100 AMERICAN POLITICAL SYSTEMS

An introduction to of American government with emphasis on the policy-making process. *Credit, three hours.*

200 POLITICAL PARTIES AND PRESSURE GROUPS

A study of the organization and practices of American parties and pressure groups. Included will be the study of campaigns and elections, lobbying and other pressure group processes, and an evaluation of pressure groups as mediating agencies for individual participation and for social change in the United States. *Credit, three hours.*

204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, China, and at least one developing nation. *Credit, three hours.*

301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation. The course includes consideration of the role of the Supreme Court as a judicial and political force in American government, and consideration of the uses of law as an agent for social change. Emphasis will be on the intrepretation of civil liberties and civil rights guarantees. *Credit, three hours.*

302 STATE AND LOCAL POLITICS IN THE UNITED STATES

Processes and policies related to state and local government and politics. Included will be the study of federalism, intergovernmental relations, state powers, urban politics and problems, and processes and influences in state politics. This course will not be offered in those years when the Capital City Semester is offered. *Credit, three hours.*

334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the director of the political studies program. *Credit, three hours.*

350 SELECTED TOPICS IN POLITICAL STUDIES

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. May be taken on multiple occasions. *Credit, one to four hours.*

374 INTRODUCTION TO RESEARCH

See Sociology 374 for description. *Credit, three hours.*

375 INTRODUCTION TO RESEARCH LABORATORY

See Sociology 375 for discription. *Credit, one hour.*

400 SEMINAR OR READINGS IN SCOPE AND METHODS OF POLITICS

An exploration into (a) the scope of political study in historical and contemporary times, (b) social science methodology, and (c) career development in relation to politics. Pass-fail grading only. This course is required of all political studies majors. *Credit, one hour.*

Courses are available through the Cooperating Raleigh Colleges in African, and Middle Eastern history, and in select topics in politics.

Students who wish advanced study or research in history or political science should consult the departmental chairman and arrange for it through the special studies options listed on page 71.

HOME ECONOMICS

Associate Professor Stuber, *Chairman*; Professor Cassilly; Assistant Professor Goode; Instructors Cook, Friedrich, and Hicks.

The department offers a Bachelor of Science degree in home economics with concentrations in child development and family relations, clothing and fashion merchandising, consumer resource management, foods and nutrition, interior design and housing, and general home economics. Home economics majors may earn certification to teach in the public schools at the K-3, 4-9, or secondary levels. They may also complete the social work major or a second major in another department. Prospective majors should consult with the home economics department for specific course suggestions. Internships or field experience is highly recommended.

Requirements for a B.S. degree in Home Economics

Candidates for the Bachelor of Science degree in home economics must take the following:

1. Thirty-six hours in home economics, including 335, 374, 227, 455, 499.
2. Eight hours in either biology or chemistry.
3. Specific requirements for a concentration in one of the six areas.

The CHILD DEVELOPMENT AND FAMILY RELATIONS CONCENTRATION focuses on the physical, social, emotional, and intellectual development of preschool children. It prepares students for careers in nursery schools, day care centers, private kindergartens, the public schools when combined with certification requirements, and the social services when combined with the social work major. Required courses: HEC 204, 205, 234, 336, 435; EDU 234, 455; PSY 100; and BUS 346. (BUS 346 is waived for students earning certification; EDU 234, 455, and BUS 346 are waived for students earning the social work major.)

The CLOTHING AND FASHION MERCHANDISING CONCENTRATION prepares students for professional careers in fashion retailing, buying, pattern design, and consumer services. Required courses: HEC 115, 213, 214, 314, 317, 418; BUS 330, 346, 366; ECO 210; and ART, six hours.

The CONSUMER RESOURCE MANAGEMENT CONCENTRATION prepares students for careers in public housing and consumer services, utility companies, and regulatory agencies in government and business. Required courses: HEC 124, 245, 326, 355, 356, 418; ECO 210, 211; and six additional hours in business and economics.

The FOODS AND NUTRITION CONCENTRATION is designed for students with interests in widely varying options. The (A) FOOD SERVICE MANAGEMENT OPTION is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses: HEC 124, 223, 224, 326, 327, 426; BUS 330, 346, 446; and ECO 210. The (B) NUTRITION OPTION is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan IV (application pending): HEC 124, 326, 327, 355, 426, 428, 429, 764, 930; CHE 111, 141, 112, 142, 221, 241; MAT 110; BIO 101, 141, 102, 142, 323, 343, 334, 344, 436, 446; BUS 330, 446; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200.

The INTERIOR DESIGN AND HOUSING CONCENTRATION provides opportunities for students interested in residential, commercial, and visual design. Persons in the interior design and housing concentration are required to prepare a portfolio. Required courses: HEC 245, 246, 346, 447, 448; ART 103, 240; BUS 346, 366; and ECO 210.

The GENERAL HOME ECONOMICS CONCENTRATION is designed for students who are entering careers that call for a broad knowledge of all home economics areas. Students in this option are prepared for careers in utility companies, product and equipment promotion, government agencies, The Cooperative Extension Service, and adult education. When combined with the requirements for secondary certification, the student is qualified to teach consumer and homemaking education and occupational home economics at the secondary school level in North Carolina. Students who choose the general concentration must take at least one course in each of the five home economics content areas. Students who choose teacher certification should see the department for specific requirements.

Child Development and Family Relations

204 DEVELOPMENTAL PSYCHOLOGY

See Psychology 204 for description. *Credit, three hours.*

205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

See Psychology 205 for description. *Credit, three hours.*

234 THE PRESCHOOL CHILD
A study of the behavior and development of preschool children. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh PreSchool. Emphasis on parent education. Two lectures and three hours of laboratory. *Credit, three hours.*

335 MARRIAGE AND FAMILY RELATIONSHIPS
A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. *Credit, three hours.*

336 PRESCHOOL ACTIVITIES
A study of the principles and components of a creative preschool program which fosters the total development of the child. Emphasis on the administration of day care centers. Prerequisite: HEC 234. Two lectures and three laboratory hours per week. Offered spring semester. *Credit, three hours.*

435 INFANCY
A study of the development and care of the infant and toddler. Offered fall semester. Prerequisite: HEC 234. Two lectures and three hours of laboratory per week. *Credit, three hours.*

Clothing and Fashion Merchandising

115 BEGINNING CLOTHING CONSTRUCTION
The practical application of basic construction techniques including principles of selection and experience in handling different types of fabrics and garments. Two lectures and four hours of laboratory. *Credit, three hours.*

213 CLOTHING AND PEOPLE
A study of the clothing behavior of people through the life cycle in relation to needs, values, interests, and self-concept. Offered alternate fall semesters. *Credit, three hours.*

214 FASHION FUNDAMENTALS
Emphasis on the dynamics of fashion and the operations involved in the production and merchandising of apparel. Consideration of career opportunities within the fashion industry. Offered fall semester. *Credit, three hours.*

216 TAILORING
Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: HEC 115. One lecture and five hours of laboratory. Offered alternate fall semesters. *Credit, three hours.*

314 ADVANCED FASHION FUNDAMENTALS
An in-depth investigation of the history of fashion, a study of designers, retailing, fashion terminology, and the future of the fashion industry. Prerequisite: HEC 214. Offered alternate spring semesters. *Credit, three hours.*

317 APPAREL DESIGN
Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: HEC 115. Offered alternate spring semesters. *Credit, three hours.*

418 CONSUMER TEXTILES
Consideration of textiles from raw materials through manufacturing and finishing of fabrics from the viewpoint of the consumer. Offered spring semester. *Credit, three hours.*

Consumer Resource Management

355 HOME MANAGEMENT RESOURCES
The use of human and material resources to promote individual and family development. Emphasis on management of resources including time, energy, money, and materials. Offered fall semester. *Credit, two hours.*

356 CONSUMER HOUSEHOLD EQUIPMENT
The selection, care, and use of common types of household equipment. Offered spring semester. *Credit, three hours.*

374 CONSUMER ECONOMICS
See Economics 374. *Credit, three hours.*

455 HOME MANAGEMENT RESIDENCE
Residence in the Ellen Brewer House. Suggested prerequisites: HEC 326 and 355. *Credit, three hours.*

Foods and Nutrition

124 INTRODUCTORY FOODS AND COOKERY
Food selection and preparation. Two lectures and four hours of laboratory. *Credit, three hours.*

222 FOOD CONSERVATION
Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Offered as needed. Prerequisite: HEC 124. *Credit, one hour.*

223 CATERING
Food preparation and techniques for special social occasions. Offered as needed. *Credit, one hour.*

224 CULTURAL FOODS
A study of food and food customs of selected cultures. Offered as needed. Prerequisite: HEC 124. *Credit, one hour.*

227 NUTRITION
Elementary principles of nutrition with practical application in planning diets for normal families. *Credit, three hours.*

326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: Home Economics 124. Two lectures and four hours of laboratory. *Credit, two hours.*

327 FOOD SERVICE MANAGEMENT

Management in quantity food production by standard methods of food preparation, merchandising, food cost control, equipment care and sanitation, food service personnel management. Offered fall semester. Prerequisite: HEC 124. *Credit, three hours.*

426 FOOD SERVICE EQUIPMENT

A study of the selection, operation, care and arrangement of equipment in a food service facility. Offered alternate spring semesters. *Credit, one hour.*

428 ADVANCED NUTRITION

A study of food nutrients, through digestion, absorption, and cellular metabolism. Offered fall semester. Prerequisites: CHE 111, 112; BIO 101, 102 and HEC 427. *Credit, three hours.*

429 DIET THERAPY

Clinical aspects of nutrition. A study of the use of modified diets to treat disease and psychological disorders. Laboratory exercises in dietetics and nutrition. Offered spring semester. Prerequisites: HEC 227, 428; CHE 111, 112; BIO 101, 102, and 436. *Credit, three hours.*

Interior Design and Housing

245 HOUSING

Study of the psychological, physiological, and social aspects of environment within and outside the dwelling. Study of needs of aged and handicapped. Study of floor plans, residential construction, legal and financial aspects, and site selection and landscaping. Government policies influencing housing: zoning codes. Offered fall semester. *Credit, three hours.*

246 HOME FURNISHINGS MATERIALS

An in-depth study of textiles in home furnishings, wood furniture, and crafts and budget decorating. Opportunity to develop skill in designing window treatments, upholstering simple furniture, refinishing wood furniture, and designing quality crafts for the home. *Credit, three hours.*

346 INTERIOR DESIGN

An exploration of the basic principles and skills of interior design. Includes the application of color dynamics, basic principles of design, a summary of significant architectural and interior design statements, and a consumer's guide to buying interior furnishings and accessories. Students will design a simple residence. Studio problems in interior design. Six hours a week. Also offered as Art 346. *Credit, three hours.*

447 ADVANCED COMMERCIAL DESIGN

The execution of creative solutions for commercial and institutional interior design problems. In-depth study of interior and exterior lighting solutions. Introduction to interior design profession. Development of portfolio. Prerequisite: HEC 346 and ART 102. Offered spring semester. Also offered as ART 447. *Credit, three hours.*

448 ADVANCED RESIDENTIAL DESIGN

The fundamental executions in design of residential spaces, and studio design problems. A study of interior furnishings of selected periods throughout history. Investigation of business, legal, and ethical aspects of professional practice in residential interior design. Offered fall semester. Also offered as ART 448. Prerequisite: HEC 346. *Credit, three hours.*

Seminar

499 SENIOR SEMINAR

History, philosophy, and current trends in home economics. Offered fall semester only. Pass-fail grading only. *Credit, one hour.*

Education

764 METHODS OF TEACHING HOME ECONOMICS

Practical experience in lesson planning using a variety of techniques including demonstrations, games, visual aids, feltboards, bulletin boards, and displays. Recommended for all majors. Required for secondary education majors. May not be counted toward a major. Offered spring semester only. *Credit, three hours.*

765 OCCUPATIONAL HOME ECONOMICS

A survey of the curriculum for secondary home economics education (Consumer and Homemaking and Occupational Home Economics). Includes a study of program organization, needs assessment, advisory committees, curriculum development, vocational student organizations, and legislation. Includes field experience. Offered fall semester. *Credit, two hours.*

930 INTERNSHIP

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student. *Credit, one to three hours.*

Students who wish advanced study in home economics should consult with the department chairman and arrange for it through the special studies options listed on page 71.

MATHEMATICAL SCIENCES

Associate Professor Wheeler, *Chairman*; Professor Davis; Associate Professor Preston; Assistant Professor Kraines; Instructors Bouknight, Helms, Jenkins, Sullivan, and Taylor.

The department offers a wide variety of options to the Meredith student. Several introductory courses are available to satisfy the general education needs of the student, a minor program can be designed in either mathematics or computer science to complement the rest of a student's program, and one of three majors can be obtained.

The major in mathematics for the B.A. degree is designed to allow maximum flexibility for a major in mathematics. It is a good option for a student treating mathematics as a second major. The requirements for this major provide adequate preparation for a prospective teacher of mathematics. The major in mathematics for the B.S. degree has more specific requirements than does the major for the B.A. In addition to requiring more mathematics, it reflects the department's belief that every mathematics major should develop some expertise in a related area outside of mathematics. The interdisciplinary mathematics/computer science major for the B.S. degree is directed toward those students who wish a dual focus in their studies in the mathematical sciences.

Requirements for Majors

CORE CURRICULUM

1. MAT 211, 212, 220, 250, 313
2. At least one course chosen from MAT 321, 415, 425 or 434

BACHELOR OF ARTS — Mathematics

1. Core Curriculum
2. At least 26 hours in mathematics courses numbered 200 or above.

BACHELOR OF SCIENCE — Mathematics

1. Core curriculum plus an additional course chosen from MAT 321, 415, 425 or 434.
2. At least 32 hours in mathematics courses numbered 200 or above.
3. CSC 201
4. One of the sequences CHE 111-112 or PHY 211-212.
5. At least 12 semester hours in one of the following related areas: biology, business and economics, chemistry and physics, or computer science.

BACHELOR OF SCIENCE — Mathematics/Computer Science

1. Core curriculum plus MAT 360
2. At least 26 hours in mathematics courses numbered 200 or above
3. At least 15 hours in computer science courses numbered 200 or above including CSC 201, 222, 301 and 321.
4. At least 44 hours in mathematics and computer science courses numbered 200 or above.

Special Programs

A student may combine liberal arts study at Meredith with specialized work at North Carolina State University through a cooperative arrangement. The programs are individually designed by faculty advisers from each campus with approval of the respective academic deans. A program may result in a second degree from North Carolina State University in addition to the degree from Meredith. Through such programs, Meredith students have obtained degrees or concentrations in engineering, computer science, and biomathematics.

Under the auspices of the Cooperating Raleigh Colleges program, the work done at North Carolina State University may begin as early as the sophomore year with as many as three courses per year available.

Requirements for Certification

Early childhood certification: MAT 100

Intermediate certification: MAT 100 (three additional hours in mathematics are recommended)

Secondary certification (in area other than mathematics): any three hours of mathematics

Secondary certification in mathematics: at least 30 hours in mathematics courses including 100 level mathematics courses that must include MAT 334 and MAT 340. In addition, at least three hours in computer science are required.

Credit Testing in Mathematics

Each year during orientation the department gives tests in algebra, trigonometry, and introductory calculus. If satisfactory scores are attained, credit will be given for the appropriate courses. Also, any student enrolled in an advanced placement mathematics course in her senior year in high school may request placement in MAT 212 with credit for MAT 211 upon presentation of satisfactory scores on the proper examination.

Curriculum

Introductory College Mathematics

These courses introduce students to mathematical thinking at the college level, satisfy general studies' requirements, satisfy degree and certification requirements in several areas, and, in the case of MAT 110, prepare the student for specific upper level courses in mathematics.

100 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Includes set theory, the metric system, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, elementary algebra, and the development of the real number system. *Credit, three hours.*

110 ELEMENTARY FUNCTIONS

Includes the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions, and functions of two variables. The course builds on the algebra and geometric concepts taught in high school. *Credit, three hours.*

120 FINITE MATHEMATICS

A study of enumeration (counting), probability, computational linear algebra, and linear programming with applications of these topics in a variety of areas. *Credit, three hours.*

Analysis

211 CALCULUS I

Introduces the ideas of limits, derivatives and integrals with their principal interpretations and applications. Prerequisite: Mathematics 110 or placement. *Credit, four hours.*

212 CALCULUS II

A continuation of the calculus of functions of one variable. Prerequisite: Mathematics 211. *Credit, three hours.*

313 CALCULUS III

A continuation of 212 with a focus on the theory and techniques of multivariable calculus. Prerequisite: Mathematics 212. *Credit, three hours.*

354 INTRODUCTION TO DIFFERENTIAL EQUATIONS

Includes first order equations, linear equations of higher order, Laplace transforms, series solutions, and their applications. Prerequisite: Mathematics 212. *Credit, three hours.*

410 ADVANCED CALCULUS I

Includes the real numbers, set theory, continuity, differentiation, and series. Offered spring semester only. Prerequisite: Mathematics 313. *Credit, three hours.*

415 TOPICS IN ANALYSIS

Topics chosen from among the areas of complex variables, real analysis, or advanced calculus. *Credit, three hours.*

Algebra

220 LINEAR ALGEBRA

A study of vector spaces, linear transformations, matrices, determinants and their applications. Prerequisite: Mathematics 211. *Credit, three hours.*

321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. Prerequisite: junior standing. *Credit, three hours.*

425 TOPICS IN ALGEBRA

Topics chosen from the areas of advanced linear algebra, number theory or abstract algebra. *Credit, three hours.*

Geometry

334 MODERN COLLEGE GEOMETRY

A study of geometry which emphasizes Euclidean and introduces hyperbolic, elliptic, and transformational geometries. Prerequisite: four semesters of math above 100 level. *Credit, three hours.*

434 TOPICS IN GEOMETRY AND TOPOLOGY

Topics chosen from the areas of geometry or topology. *Credit, three hours.*

Probability and Statistics

245 BASIC STATISTICS

A general introduction to descriptive and inferential statistics for the non-math major. Includes elementary probability, distributions, estimation of population parameters, confidence intervals, hypothesis testing, analysis of variance, correlation, and regression. Credit will not be allowed for both Mathematics 245 and Psychology 200. *Credit, three hours.*

340 INTRODUCTION TO PROBABILITY

A study of probability as a mathematical system. Includes random variables and their distributions, limit theories, and topics in statistical inference. Prerequisite: Mathematics 211. Offered fall semester only. *Credit, three hours.*

341 ADVANCED PROBABILITY AND STATISTICS

A study of statistical theory and inference from data. Includes estimation, decision theory, testing relationships in a set of random variables. Prerequisite: Mathematics 340. Offered spring semester only. *Credit, three hours.*

Miscellaneous

250 AN INTRODUCTION TO MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. *Credit, one hour.*

360 TOPICS IN COMPUTATIONAL MATHEMATICS

Topics from the areas of numerical analysis, combinatorial mathematics, graph theory or mathematical modeling. *Credit, three hours.*

764 METHODS OF TEACHING SECONDARY MATHEMATICS

May not be counted toward a major. *Credit, three hours.*

Computer Science

Courses with a CSC prefix do not apply toward the mathematics general education requirements. However, such courses are complementary to any quantitatively oriented program.

CSC 100 INTRODUCTION TO COMPUTING

A study of the capabilities and limitations of the computer including its impact on society. A simple theoretical computer gives the student insight into computer design. Flow charting is used to study the design of algorithms. Several simple computer programs are written from the flow charts and run on the computer. *Credit, two hours.*

CSC 101 INTRODUCTION TO A LANGUAGE

A study of a specific computer language. Prerequisite: CSC 100. *Credit, one hour.*

CSC 201 COMPUTER PROGRAMMING

An introductory course in problem solving on the computer. The student will learn program design and program implementation in a structured programming language. Prerequisite: MAT 211. *Credit, three hours.*

CSC 211 COBOL PROGRAMMING

Introduction to programming in the Cobol language. Prerequisite: Three hours of computer science. *Credit: Three hours.*

CSC 212 ADVANCED PROGRAMMING

An intermediate level programming course with goals of continuing development of discipline in program design and in debugging and testing larger programs. Prerequisite: Either CSC 201 or 211, depending on the language used. *Credit: Three hours.*

CSC 222 INTRODUCTION TO COMPUTER SYSTEMS

Provides the basic concepts of computer systems, introduces computer architecture and teaches an assembly language. Prerequisite: CSC 201. *Credit: Three hours.*

CSC 301 INTRODUCTION TO DATA STRUCTURES

Discusses a number of the fundamental data structures such as linear lists, stacks, linked lists, and trees as well as common algorithms used in acting on these data structures. Prerequisite: CSC 222. *Credit, three hours.*

CSC 321 TOPICS IN COMPUTING SCIENCE

A junior-senior level topic in computer science. Prerequisite: CSC 222. *Credit: Three hours.*

Courses are also available at North Carlina State University under the interinstitutional cooperation plan in all of the mathematical sciences.

Students who wish advanced study and research in mathematics should consult with the departmental chairman and arrange for it through the special studies options listed on page 71.

MUSIC AND THE PERFORMING ARTS

Professor David Lynch, *Chairman*; Associate Professor Clyburn; Assistant Professors Burt, Fogle, Garriss, Haeseler, McCachern, and Vaglio; Instructors Lamb, and Wharton; Special Instructors Adam, Adams, Canaday, Craver, Daugherty, Downward, Farrington, Goode, Hudson, S. Lohr, T. Lohr, Lorek, M. Lynch, H. Partridge, M. Partridge, Peery, Powers, Radford, Riva-Palacio, Russell, Southwick, Stoughton, Whitlow, Windham, and Witt.

Purpose

The study of music, theatre, and speech at Meredith has a twofold emphasis: (1) the importance of the performing arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest calibre for students who plan to pursue careers in the performing arts.

The student who chooses a major or a concentration in performing arts courses will be prepared to pursue a variety of careers: as a teacher, a performer, an actor, a director, a technician, a manager, a business person, all directly related to the performing arts; or she may choose a career in a different field, in which the disciplines learned in the arts will give her a distinct advantage in mastering other skills.

Areas of Concentration

The department offers majors in music (A.B.), applied music and music education (Mus.B.), and a certificate in church music. Minors are available in music, theatre, and musical theatre. Additional concentrations and contract majors may also be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

Audition and Interview

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music or theatre come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An audition is prerequisite for admission into a major program and for scholarship consideration, and sometimes, through not always, for admission to the college itself. In cases where distance prohibits a personal visit, a tape recording (reel-to-reel or cassette) may be sent in lieu of a personal audition.

Requirements for a Major

BACHELOR OF ARTS

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. Some students pursuing the B.A. in music also obtain the early childhood teaching certificate; some, a second major in religion as preparation for church music or other ministry.

The candidate for the degree of Bachelor of Arts with a major in music must fulfill the same requirements as candidates for the degree with majors in other fields (pages 53-56). The student must take at least 48 hours in music as follows:

Music courses		32
Theory 100, 101, 202, 203	12	
Solfege 150, 151, 252, 253	4	
Keyboard 140, 141, 242, 243	4	
Music Literature 215	2	
History of Musical Styles and Structures 315, 316	8	
Seminar in Music Literature 494	2	
Applied music and electives		16
Minimum in applied music	8	
Graduation recital 490	1	
Electives	7	
(Applied music, music literature, theory, music education, or ensemble)		

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in either music education or applied music seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching and for graduate work in music therapy. A major in applied music may prepare a student for private studio teaching, church music, performance, and, after graduate work, college teaching. The study of music in all of the programs, including the B.A. in music, may also prepare the student for specialized study leading to music library certification and for various types of work related to the music industry.

Requirements for the degree are outlined below.

Major in Applied Music

LIBERAL ARTS AND SCIENCES		42
English Composition	3	

Major British Writers 3
Foreign language 6-12
(Students will be placed at the appropriate level by the foreign languages department. Voice majors will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)
Religion 6
A six-hour introduction to the Old and New Testament *or*
A three-hour introduction to Biblical literature and one advanced three-hour course
Social and behavior sciences 6
A. History of Western Civilization 3
B. Select a course from the following categories: economics, human geography, politics, psychology, sociology and anthropology 3
Mathematics and natural sciences 3-4
(Select one course from the following categories: biology, chemistry, mathematics, physical geography, physics)
Health and physical education 4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)
Electives in liberal arts and sciences 4-11

MUSIC COURSES 82
Theory 100, 101, 202, 203 12
Solfege 150, 151, 252, 253 4
Keyboard 140, 141, 242, 243 4
Music Literature 215 2
History of Musical Styles and Structures 315, 316 8
Twentieth Century Techniques 303 2
Teaching Applied Music 320, 321 4
Seminar in Music Literature 494 2
Seminar in Theory 394 2
Literature of Applied Music 314 2
Principal applied study 24
Secondary applied stud(y)(ies) 4
Junior Recital 390 1
Graduation Recital 490 1
Keyboard proficiency
Music electives 10
Organ Majors must take Advanced Keyboard 340

Major in Music Education

LIBERAL ARTS AND SCIENCES 42
English composition 3
Major British writers 3
Foreign language 6
(Students will be placed at the appropriate level by the Department of Foreign language.)
Religion 6
(A six-hour introduction of the Old and New Testaments *or* a three-hour introduction to Biblical literature and one advanced three-hour course)
Social and behavior sciences 6
A. History of Western Civilization 3
B. Select a course from the following categories: economics, human geography, politics, sociology, and anthropology 3
Mathematics and natural sciences 6-7
Mathematics 3
Natural science 3-4
(Select from one of the following categories: biology, chemistry physical geography, physics)
Health and physical education 4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)
Electives in liberal arts and sciences 7-8

MUSIC AND PROFESSIONAL EDUCATION 82
MUSIC COURSES
Theory 100, 101, 202, 203 12
Solfege 150, 151, 252, 253 4
Keyboard 140, 141, 242, 243 4
Music Literature 215 2
History of Musical Styles and Structures 315, 316 8
Winds and Percussions 070 4
String Instruments 060 2
Guitar Lab 068 1
Instrumentation 304 1
Vocal Arranging 308 2
Conducting 300, 301 4
Principal applied study 14
Secondary applied study(ies) 3
Graduation Recital 490 1
Keyboard proficiency

EDUCATION, METHODS, AND ELECTIVE COURSES
Materials and Methods K-3 720 2
Materials and Methods 4-6 721 2
Materials and Methods 7-12 722 2
Educational Psychology 234 3
Education course according to needs of the student 3

Student Teaching 439 (Block)	6
Electives in music, professional education, or psychology	0-2
Reading (Education 344 or 471)	1-3

Certificate in Church Music

Students interested in careers in church music are encouraged to earn the Certificate in Church Music. The candidate for this certificate must complete one of the three major degree programs in music, including the following specific requirements:

Conducting 300, 301	4
Church Music 395, 396, 397	6
Field Work 934	4
Religion	12
(In addition to the six-hour religion requirement for all degrees, choose six additional hours. The following are recommended: Religion 381, 382, 384, 389)	
Applied music	18-28
Principal applied	14-24
(Organ, voice or piano) Complete 300 level	
Secondary applieds	4
At least two semesters at 100 level in two of the following (other than principal applied): organ, piano, voice	
Graduation Recital 490	1

Ensembles must include the following experiences:

Choral ensembles	4 semesters
Handbells	2 semesters
Accompanying (students whose principal applied is organ or piano)	2 semesters

Preparatory Division

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, two seminar rooms, a rehearsal hall, a scene shop, an electronic studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two Holtkamps, a Ryan tracker, and a Wicks), an electronic piano laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including a synthesizer; numerous recording and playback instruments, both tape and disc; and a computer. Students and faculty have access to videotaping equipment, and plans are underway to locate a videotaping center in the performing arts complex. The theatre possesses excellent lighting, sound, and stage machine systems, making it one of best-equipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains a number of scores, including several complete editions, over 3,500 recordings, and several courses of programmed instruction on tapes and computer discettes.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith Students are the Friends of the College, Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, and the National Opera Company. Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that music students expose themselves to as large and varied a selection of performances as possible. All performing arts majors are expected to attend at least 15 programs per semester, selected in consultation with their instructors, from the performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. Regular attendance at public performances is a much a part of the learning experience as lessons, literature, history, theory, and education.

Specific Requirements for Music Majors

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly —whether on stage, in church, in the classroom, or in the studio— in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital and a full graduation recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, must receive permission from their respective principal applied instructors in advance.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

All students in the Bachelor of Music degree program must complete at least one semester of Piano 144.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Courses in Music

Theory

100, 101 ELEMENTARY THEORY
Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: Theory 100 before 101. Corequisite: Solfege 150, 151. Three class hours weekly. *Credit, three hours each semester.*

140, 141, ELEMENTARY KEYBOARD
Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodic stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: 140 before 141. *Credit, one hour each semester.*

150, 151 ELEMENTARY SOLFEGE
Introduction to sight-singing, ear-training, and music transcription using a vocal approach. Prerequisite: 150 before 151. Corequisite: Theory 100, 101. Two class hours weekly. *Credit, one hour each semester.*

202, 203 ADVANCED THEORY
Review and continuation of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th centery techniques. Harmonic dictation. Prerequisites: Theory 101 before 202, 202 before 203. Corequisites: Solfege 252, 253. Three class hours weekly. *Credit, three hours each semester.*

242, 243 INTERMEDIATE KEYBOARD
Reinforcement at the keyboard of harmonic vocabulary associated with Theory 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: Keyboard 141 before 242, 242 before 243. *Credit, one hour each semester.*

252, 253 INTERMEDIATE SOLFEGE
Continued development of sight-singing, ear-training, and transcription skills begun in Solfege 150, 151. Prerequisites: Solfege 151, before 252, 252 before 253. Corequisites: Theory 202, 203. Two class hours weekly. *Credit, one hour each semester.*

303 TWENTIETH CENTURY TECHNIQUES
An examination of important compositional styles of 20th century composers. An emphasis is placed on analysis, correlated with historical development of contemporary musical styles. Students will also compose short examples in selected styles. Prerequisite: Theory 202. *Credit, two hours.*

304 INSTRUMENTATION
A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying

qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: Theory 202. *Credit, one hour.*

308 VOCAL ARRANGING

Sung melody and the manner in which it may be arranged, beginning with plainsong and progressing through the 20th century. Emphasis upon counterpoint, voicings, form, function, and accompanying instruments in arranging music for two, three, and four or more voice parts. Assignments are selected by the student in consultation with the instructor to meet her individual needs. Prerequisite: Theory 202. *Credit, two hours.*

340 ADVANCED KEYBOARD TECHNIQUES

Intense development, in the piano laboratory, of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: Piano 144, Keyboard 243. *Credit, one hour.*

394 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, and period styles of important composers. May be repeated for credit. Prerequisite: Theory 203. *Credit, two hours.*

105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. *Credit, one to four hours each semester.*

History and Literature

214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. *Credit, three hours.*

215 MUSIC LITERATURE

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors. *Credit, two hours.*

314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. Faculty and student performances of representative compositions will be incorporated. *Credit, two hours.*

315, 316 HISTORY OF MUSICAL STYLES AND STRUCTURES

A study of the development of music in Western civilization, relating music to a historical context. Analysis of music in various period styles as well as student compositions in those styles. Five class hours weekly. *Credit, four hours each semester.*

494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit. *Credit, two hours.*

Music Education

060 STRING INSTRUMENTS

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit. *Credit, one to three hours each semester.*

070 WIND AND PERCUSSION INSTRUMENTS

A study of methods for organizing, scheduling, and teaching instrumental classes, and acoustics of music as they pertain to band and orchestral instruments. Classroom experiences include gaining competencies necessary to play and demonstrate correct embouchure, fingerings, breathing, and tonguing for at least two brass and two woodwind instruments, and basic snare drum techniques. May be repeated for credit. *Credit, one to thee hours each semester.*

320, 321 TEACHING OF APPLIED MUSIC

Methods of teaching beginning and moderately advanced students in applied music. Laboratory work involves teaching some beginning and intermediate students each semester. *Credit, two hours each semester.*

300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: Theory 101; 300 before 301. *Credit, two hours each semester.*

422 ADVANCED TEACHING METHODS

Additional experience in the teaching of applied music, based on work begun in Teaching of Applied Music 320, 321, with an emphasis on actual teaching. The work is offered and coordinated within the preparatory division. Prerequisite: Music 321. May be repeated for credit. *Credit, one hour each semester.*

720 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES K-3

Designed for music education majors, this course is based on the development of concepts through a series of sequenced musical activities. Attention is given to formulating a philosophy of music education, Orff and Kodaly approaches to teaching music, teaching techniques, and lesson planning. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

721 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 4-6

An extension of Materials and Methods 720 with sequential activities related to children of this age group. Attention is given to developing learning contracts, learning activity packets, learning centers, and to teaching the recorder. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

722 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 7-12

A study of the scope and sequence of the music program in the secondary school. Special attention is given to the psychology of adolescence, including developmental characteristics, personality, the changing voice, and classroom management. Emphasis is placed upon learning theories, the general music class, the modular approach, state-adopted texts, rehearsal techniques, and electronically modified and synthesized sounds. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisite: IDS 100. *Credit, two hours.*

Church Music

395 HISTORY AND LITURGIES

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies). *Credit, two hours.*

396 HYMNOLOGY

A study of the hymns of the Christian church, their history and their function in worship. *Credit, two hours.*

397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church. *Credit, two hours.*

934 FIELD WORK IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours' rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Credit one to two hours per semester. May be repeated for credit to a maximum of four hours.

Ensembles

All music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. (Note restriction on ensemble credits, page 69.)

234 CHORUS

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. *Credit, one hour each semester.*

235 RENAISSANCE SINGERS

A select group of about 15 students devoted to the *a cappella* performance of Renaissance and early Baroque choral music, both sacred and secular. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirements in accompanying. Work in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. *Credit, one hour each semester.*

237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. *Credit, one hour each semester.*

238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. *Credit, one hour each semester.*

239 HANDBELL CHOIR

Credit, one hour each semester.

334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos. *Credit, one hour each semester.*

434 VOCAL ENSEMBLE
A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. *Credit, one hour each semester.*

Applied Music

Teacher assignments in applied music are made by the chairman of the department, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours Credit	Weekly Half-Hour Lessons	Weekly Practice Hours
1	1	5
2	2	10
3	2	15
4	2-3	20

Recital

Each student giving a recital (sophomore, junior, or graduation) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. Pass-fail grading. *Credit, one hour each semester.*

290 SOPHOMORE RECITAL

390 JUNIOR RECITAL

490 GRADUATION RECITAL

Piano

Associate Professor Clyburn, Coordinator; Assistant Professor Fogle; Special Instructors Daugherty, S. Lohr, T. Lohr, Lorek, M. Lynch, Peery, and Windham.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

040 BEGINNING CLASS PIANO
Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. Pass/Fail grading only. *Credit, one hour.*

041 INTERMEDIATE CLASS PIANO
A continuation of Piano 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: Piano 040 or permission of the instructor. Pass/Fail grading only. *Credit, one hour.*

044 PREPARATORY PIANO
A maximum of six semester hours of this work for credit permitted.

144 PIANO I
Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

244 PIANO II
Bach sinfonias, *Well-Tempered Clavier*, suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

344 PIANO III
Bach *Well-Tempered Clavier*, toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

444 PIANO IV
Bach *Well-Tempered Clavier*, chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical, romantic, impressionistic, and contemporary works suitable for senior recitals.

Organ

Professor D. Lynch, Coordinator; Special Instructors M. Lynch and Downward.

145 ORGAN I
Manual and pedal technique. Bach *Eight Little Preludes and Fugues*, *Orgelbuechelein*, Dupre *Seventy-Nine Chorales*, works of comparable difficulty from all periods; hymn playing.

245 ORGAN II
Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

345 ORGAN III
Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

ORGAN IV
Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

HARPSICHORD 146, 246, 346, 446
Special Instructor Windham

Violin

Assistant Professor Garriss, Coordinator of Instrumental Music; Special Instructors Canaday, Gorski, M. Partridge, Russell, and Southwick.

164 VIOLIN I
Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloay; sonatinas by Schubert.

264 VIOLIN II
Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

364 VIOLIN III
Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

464 VIOLIN IV
Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses are also available in the following applied studies:

VIOLA 165, 265, 365, 465
Special instructor H. Partridge.

CELLO 166, 266, 366, 466
Special Instructors Hudson and Stoughton.

FLUTE 174, 274, 374, 474
Special instructor Whitlow.

CLARINET 175, 275, 375, 475
Special Instructor Craver

Guitar

Special Instructor W. Adams

068 GUITAR CLASS
Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished. *Credit, one hour each semester.*

Working knowledge of notes and basic chords in the first position should be established before entering Guitar 168.

168 GUITAR I
A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini.

268 GUITAR II
Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

368 GUITAR III
Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

468 GUITAR IV
Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Under the interinstitutional cooperation plan, lessons in some orchestral instruments are available at North Carolina State University. Credit and placement are earned on the same basis as other applied music.

Voice

Assistant Professor Burt, Coordinator; Special Instructors Farrington, Goode, Powers.

154 FRESHMAN VOICE
Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises for the vocal freedom. Simpler songs from classical literature. English and Italian pronunciation.

254 SOPHOMORE VOICE
Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

354 JUNIOR VOICE
More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

454 SENIOR VOICE
Technical work continued, stressing flexibility. Total repertory to include four arias from operatic literature,

four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

Speech and Theater

Instructor Wharton, Coordinator; Instructor Lamb

In 1982-1983, extensive changes are being studied in the theatre and speech curriculum. Please correspond directly with the chairman of the department regarding proposed new courses, concentrations, and majors.

Courses may fulfill humanities-fine arts area distribution requirements and/or lead to a minor in theatre or musical theatre.

225 FUNDAMENTALS OF SPEECH

This course is designed to familiarize the student with the basic concepts of public speaking and to develop her individual presentation style. Units include voice and body use for speech, non-verbal communication and speech organization, preparation and presentation. Offered both semesters. *Credit, three hours.*

226 ORAL INTERPRETATION

This course aims to familiarize the student with methods for selecting, analyzing, and interpreting written material for presentational readings. Units include poetry, prose, drama, and reader's theatre. Fall semester. *Credit, two hours.*

240 THEATRE PRACTICUM

This course is designed to give the student practical theatre experience through production work in the areas of acting, technical crews, and/or direction of a one-act play. All course specifications and assignments must be approved prior to registration by the instructor. May be taken a maximum of six times for credit. Offered both semesters. *Credit, one hour.*

357 INTRODUCTION TO THEATRE

This course is designed to give the student a basic understanding and experience in the art of theatre. A general exploration of the elements that comprise theatre, including such units as play attendance, acting, directing, the critic, the history, and literature. *Credit, three hours.*

358 ACTING

A course designed to familiarize the student with basics in dramatic presentation. Units include work in improvisation, stage movement, characterization, and scene study. *Credit, two hours.*

Students who wish advanced study in music, speech, and theatre should consult with the departmental chairman and arrange for it through the special studies options listed on page 71. Students may elect courses through the Cooperating Raleigh Colleges.

PSYCHOLOGY

Professor Huber, *Chariman;* Associate Professors Aubrecht and Mason; Assistant Professor Hornak.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

Psychology 100 is a prerequisite for all courses with the exception of Psychology 204, Developmental Psychology, where either Psychology 100 or Education 234 can serve as a prerequisite.

Requirements for a Major

A minimum of 31 semester hours in psychology including 100, 200, and 201. Majors are required to distribute their elective psychology courses by choosing at least two courses from each of the following areas:

Social (Psychology 204, 205, 206, 407)
Clinical (Psychology 304, 305, 306, 308)
Experimental (Psychology 307, 404, 405, 406)

100 GENERAL PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as development, motivation, learning, thinking, perception, testing, adjustment, personality, and social factors in behavior. *Credit, three hours.*

200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Credit will not be allowed for both Psychology 200 and Mathematics 245. *Credit, three hours.*

201 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, art, and ethics of general experimental psychology. Two original research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. *Credit, four hours.*

204 DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Also listed as Home Economics 204. Prerequisite: Either Psychology 100 or Education 234. *Credit, three hours.*

205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities. Also listed as Home Economics 205. *Credit, three hours.*

206 PSYCHOLOGY OF SEX ROLES

The understanding of women from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of women, the effects of body states on personality, psychosomatic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles women play during their lifetimes. Offered spring semester only. *Credit, three hours.*

304 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Offered fall semester only.*C redit, three hours.*

305 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. Offered fall semester only. *Credit, three hours.*

306 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders; somatoform disorders, dissociative disorders, character disorders; psychoses; and chronic brain syndromes. *Credit, three hours.*

307 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers. Offered spring semester only. *Credit, three hours.*

308 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a client-centered approach; however, the student will be acquainted with other theories. *Credit, three hours.*

404 LEARNING

An introduction to experimental and theoretical issues in learning and to practical application of learning principles. Information treated includes classical and operant conditioning, human learning, and memory. Offered fall semester only. *Credit, three hours.*

405 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Offered spring semester only. *Credit, three hours.*

406 PHYSIOLOGICAL PSYCHOLOGY

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena. Offered fall semester only. *Credit, three hours.*

407 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attractions, affiliation and emotion, person perception, aggression, and altruism. Offered spring semester only. *Credit, three hours.*

SENIOR THESIS

The interested and qualifed student may elect to undertake a senior research project under the special studies option.

Students who wish to pursue individualized advanced study in psychology (e.g. advanced classes, research projects, internship experiences) may do so through the special studies options listed on page 71. Special studies have included classes in animal behavior, behavior modification, computer analysis of data, and industrial psychology; research projects in personality, developmental psychobiology, and social psychology; and internship experiences in clinical psychology and applied behavior therapy.

A student may elect courses through the Cooperating Raleigh Colleges.

RELIGION AND PHILOSOPHY

Professor Crook, *Chairman;* Professor Cochran; Associate Professor Page; Assistant Professors Starkey and Vance.

The department offers a major in religion.

The introductory courses in religion are designed to acquaint the student with biblical literature and faith as they are related to the contemporary world. The courses beyond the 100-level fall into three categories: religon and society (courses numbered 244, 248, 341, 342, 343, 345, 346); biblical studies (courses numbered 262, 263, 265, 266, 367); and religious history and thought (courses numbered 285, 289, 381, 382, 384, 386). The requirements for a major are sufficiently flexible to provide for the student's own personal development and for her choice of career preparation. Most students majoring in religion prepare for teaching, for a church-related career, or (in conjunction with other departments) for a career in social work or church music.

Requirements for a Major

Twenty-four hours in religion, including one course from each of the three categories, and including 497. At least one course in philosophy is recommended.

Religion

Prerequisite to all other courses in religion: Religion 100 *or* Religion 101 and 102.

100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken Religion 101 and/or 102. *Credit, three hours.*

101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A two-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken Religion 100. *Credit, six hours.*

244 CHRISTIAN ETHICS

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. *Credit, three hours.*

248 WORLD RELIGIONS

An introduction to the major religons of the world with emphasis on Hinduism, Buddhism, Judaism, and Islam. An examination of the concepts and practices of these religions and their scriptures in order to help the student gain an understanding of and appreciation for religions other than her own. *Credit, three hours.*

262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. *Credit, three hours.*

263 THE WRITINGS

A study of the post-exilic literature of the Old Testament, with particular attention to the wisdom literature, to the writings which re-interpret the history of Israel, and to selected collections of poetry. *Credit, three hours.*

265 THE PROPHETIC ELEMENT IN RELIGION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. *Credit, three hours.*

266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul. *Credit, three hours.*

285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. *Credit, three hours.*

289 INTRODUCTION TO CHRISTIAN THEOLOGY

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics. *Credit, three hours.*

297 SOPHOMORE SEMINAR

Selected topics in religion. Open to all sophomores. *Credit, one hour.*

341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as Sociology 331. *Credit, three hours.*

342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences. *Credit, three hours.*

343 RELIGION AND LAW

An analysis of the mutual concerns of Religion and Law in American public life. An examination of the historical development of Church-State separation and selected Supreme Court decisions regarding Church and State issues. *Credit, three hours.*

345 CHRISTIANITY AND OTHER RELIGIONS

A study of Christian attitudes toward the beliefs and practices of people of other faiths with an emphasis on such concepts as truth, salvation, and religion. *Credit, three hours.*

346 RELIGION IN CONTEMPORARY SOCIETY

A study of the interplay of religion and social, economic, and political changes. *Credit, three hours.*

367 ARCHAEOLOGY AND THE ANCIENT NEAR EAST

A brief introduction to archaeological method, followed by a study of the history of the ancient Near East in general, and of biblical history in particular, in light of archaeological investigations. Also available as History 367. *Credit, three hours.*

381 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership. *Credit, three hours.*

382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. *Credit, three hours.*

384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. *Credit, three hours.*

386 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as Philosophy 386. *Credit, three hours.*

397 JUNIOR SEMINAR

Selected topics in religion. Open to all Juniors who have completed nine hours in religion, and recommended for religion majors. *Credit, three hours.*

497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Required of majors. *Credit, three hours.*

Philosophy

223 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion. *Credit, three hours.*

351 ANCIENT AND MEDIEVAL PHILOSOPHY

A survey of the theoretical foundations of Western civilization, particularly as developed in the cultures of Greece and Rome. *Credit, three hours.*

352 MODERN PHILOSOPHY

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours.*

386 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as Religion 386. *Credit, three hours.*

Students who wish communtiy internships or advanced study or research in religion and philosophy should consult with the departmental chairman and arrange for it through the special studies options listed on page 71.

A student may elect courses through the Cooperating Raleigh Colleges.

SOCIOLOGY AND SOCIAL WORK

Associate Professor Sumner, *Chairman;* Professors Syron and Tucker; Assistant Professors Bishop and Zingraff; Instructor Mackie.

The department offers a major in sociology and a major in social work with a Bachelor of Arts degree.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social service worker by the North Carolina Department of Public Instruction.

The courses and programs prepare students for roles as educators, journalists, personnel administrators, city planners; for careers in government; and as leaders of opinion and of action in the community.

Field projects, community internships, volunteer experiences, and cooperative education placements are experiential learning opportunities available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

Either Sociology 230 or 260 required as a prerequisite for all other courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

Requirements for a Major in Sociology

Twenty-five hours in sociology, including 230, 374, 375, 489, or their equivalents, and 496. Three hours in statistics, Math 245 or equivalent. Math 245 strongly recommended before 374 and 375.

Requirements for a Major in Social Work

Liberal Arts Courses: Biology 101; Sociology 230, 335, 374, 375; Psychology 100, 206; Politics 100. (Twenty-two semester hours.)

Social Work Courses: Social Work 240, 301, 302, 303, 304, 401, 402, 403, and 404. (Thirty-two semester hours.)

The department strongly recommends that students who major in social work also meet the requirements for a major in an additional field of study.

Sociology

230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research. Offered both semesters. *Credit, three hours.*

231 SOCIAL PROBLEMS

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care and other features of contemporary industrial society. Policies designed to address these problems are reviewed. *Credit, three hours.*

260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. *Credit, three hours.*

335 AMERICAN ETHNIC RELATIONS

A study of present day racial and cultural minorities with emphasis upon scientific facts and changing attitudes and policies. *Credit, three hours.*

336 CRIMINOLOGY

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered. Alternate years. *Credit, three hours.*

337 CORRECTIONS

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of American's attempts to correct the crime problem. Alternate years. *Credit, three hours.*

338 THE FAMILY

A study of the structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. *Credit, three hours.*

339 URBANIZATION

A study of urbanization and its effect upon human life. An analysis of urban social institutions, urban places, and social adaptation to urban growth. Urban trends and problems are also examined along with various approaches to urban social planning and policy. Alternate years. *Credit, three hours.*

340 AGING AND RETIREMENT

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States. Alternate years. *Credit, three hours.*

341 SOCIALOGY OF RELIGION

For description, see Religion 341. *Credit, three hours.*

374 SOCIAL RESEARCH

Examination of concepts and procedures pertaining to social scientific inquiry with emphasis upon problem statement, measurement, analysis, and interpretation of data. Three class hours a week. Offered both semesters. Corequisite Sociology 375. Also offered as Politics 374. Math 245 or equivalent recommended before 374. *Credit, three hours.*

375 SOCIAL RESEARCH LABORATORY

Application of concepts and techniques presented in Sociology 374. Empahsis upon the practice of social research with special attention given to data processing and analysis and the use of statistics as a tool of research. (Equivalent of three class hours per week.) Offered both semesters. Corequisite Sociology 374. Also offered as Politics 374. Math 245 recommended before 375. *Credit, one hour.*

431 SOCIAL STRATIFICATION

The functions of social inequality and the conditions of social justice are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of race and sex receive specific treatment. Alternate years. *Credit, three hours.*

489 SOCIAL THEORY

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Offered both semesters. *Credit, three hours.*

496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of basic sociological principles directed toward the analysis of selected topics and the presentation of projects to seminar members for evaluation and criticism. Prerequisties: Math 245 or equivalent. Sociology 374 and 375. Offered both semesters. *Credit, three hours.*

Social Work

240 SOCIAL WORK AS A PROFESSION

An introduction to the development, fields, and values of the social work profession. Course provides class release time for a required thirty hours of volunteer work in a social agency. Offered both semesters. *Credit, three hours.*

301 THE AMERICAN SOCIAL WELFARE INSTITUTION

A study of the current American welfare system as a social institution with an examination of its European beginnings. Includes a description of the current welfare system with an analysis of its service delivery system mechanisms. Fall semester only. *Credit, three hours.*

302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Spring semester only. *Credit, three hours.*

303 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

Utilization of the life-span as a framework for examining the impact of individual, organizational, cultural, biological, and community variables on human behavior. The systems framework is used to demonstrate how these variables interact to influence human behavior. The perspective on human behavior developed is utilized in the implementation of a generalist model of social work practice. Spring semester only. *Credit, three hours.*

304 SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND SMALL GROUPS

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by working with individuals, families, and small groups. The development of professional communication skills is also emphasized. Both semesters. *Credit, three hours.*

401 SOCIAL WORK PRACTICE IN ORGANIZATIONS, COMMUNITIES, AND LARGER SOCIAL SYSTEMS

The generalist model of social work practice as implemented in the context of communities, organizations and bureaucratic settings. Also an emphasis on continuing the development of professional communication skills. Corequisite, Social Work 402. Offered both semesters. *Credit, three hours.*

402 SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. Prerequisite: Social Work 304. Spring and fall semesters only. *Credit 10 hours.'*

403 FIELD INSTRUCTION SEMINAR

Students meet weekly for directed academic learning related to the integration of social work knowledge with social work practice. Written assignments are required as a demonstration of adequate development of profesional growth. Corequisite: Social Work 402. *Credit, two hours.*

404 RESEARCH APPLICATIONS FOR SOCIAL WORK PRACTICE

An examination and evaluation of research and issues of significance to the social work profession and the practice of social work. Also an emphasis on research methods necessary for monitoring and evaluating ongoing practice. Requires a major project to be presented to colleagues for professional dialogue. Fall and spring semesters. *Credit, two hours.*

405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are social work in education, social work in criminal justice, social work and the law, social work in private industry, and child welfare. Offered as needed. *Credit, one to four hours.*

A student may elect courses through the Cooperating Raleigh Colleges.

Students who wish community internships or advanced study or research in sociology or social work should consult with the department chairman or an appropriate faculty member to arrange for the special studies options listed on page 71.

College Directory

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EMILY YELTON
Shelby

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(Date following name indicates year of graduation)

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BETTY LESTER SMITH, 1966
Vice President
Ayden
KAY KENNEMUR SAINTSING, 1970
Secretary
Lexington
VIRGINIA WARREN POE, 1948
Past President
Charlotte
BETTIE GRIFFIN WATTS, 1966
Director, Asheville Region
Asheville
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Director, Elizabeth City Region
Rocky Mount
JONI FAY WATTS FETTERMAN, 1978
Director, Fayetteville Region
Clinton
MARGARET ANNE ENGLISH SMITH, 1956
Director, Greensboro Region
Raleigh

JENNIE NEWBOLD LEE, 1949
Director, New Bern Region
Wilson

KAREN HARRIS McMANUS, 1975
Director, Wilmington Region
Wilmington

JESSIE MARKERT RIVERS, 1971
Director, Winston-Salem Region
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MARY LILY DUNCAN GADDY, 1942
Public Information
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BETH WOODY CARROLL, 1961
Awards and Recognition
Apex

DORCAS STANLEY TAYLOR, 1944
Education
Smithfield

JOY ADAMS LUCAS, 1964
Placement
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DEAN DUNN CARLTON, 1963
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Pinetops

MARY FRANCES CRAIG DAVIS, 1948
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Professor of Business and Economics
B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

PHYLLIS W. GARRISS, Mus.M. (1951)
Assistant Professor of Music
A.B., Mus.B., Hastings College; Mus. M., Eastman School of Music.

ROSALIE P. GATES, Ph.D. (1965)
Associate Professor of History
A.B., A.M., Ph.D., Duke University; post-doctoral research, Delhi University, India.

SUSAN GILBERT, Ph.D. (1966) (1976)
(on sabbatical leave, Spring 1983)
Associate Professor of English
A.B., Duke University; A.M., University of Virginia; Ph.D., University of North Carolina at Chapel Hill.

J. CRAIG GREENE, Ed.D. (1977)
Assistant Professor of Art
A.B., Mars Hill College; M.F.A., University of North Carolina at Greenboro; Ed.D. North Carolina State University.

LARRY L. GRIMES, M.S. (1981)
Instructor of Biology
B.S., M.S., North Carolina State University.

CAROLYN B. GRUBBS, Ph.D. (1963)
Assistant Professor of History
A.B., Meredith College; M.A.T., Duke University; Ph.D., North Carolina State University.

FRANK L. GRUBBS, Ph.D. (1963)
Professor of History
A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

ISABELLE HAESELER, M.S.M. (1956)
Assistant Professor of Music
B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

ANTHONY D. HALL, Ph.D. (1982)
Assistant Professor of Psychology
A.B., University of North Carolina at Asheville; M.S., Ph.D, North Carolina State University.

LYNNE HENDERSON, M.L.S. (1976)
Reference Librarian
A.B., Mount Holyoke College; M.R.E., Drew University; M.L.S., Rutgers University.

DIANE R. HICKS, A.M. (1982)
Instructor of Home Economics
A.B., A.M., Sam Houston State University; graduate study, Florida State University.

ROSEMARY T. HORNAK, Ph.D. (1977)
Assistant Professor of Psychology
A.B., Wheeling College; A.M., Ph.D., Ohio State University.

R. JOHN HUBER, Ph.D. (1974)
(on sabbatical leave 1982-83)
Professor of Psychology
A.B., Kent State University; A.M., University of Vermont; Ph.D., University of New Hampshire.

ELLEN IRONSIDE, Ph.D. (1982)
Associate Dean and Director of Continuing Education
A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

JAMES R. JOHNSON, III, Ph.D. (1979)
Assistant Professor of Business
A.B., Elmhurst College; Ph.D., Duke University.

MARY S. JOHNSON, Ed.D. (1980)
Assistant Professor of Education
A.B., A.M., Western Carolina University; Ed.D., Duke University.

MARY BLAND JOSEY, M.Ed. (1953)
Director of Admissions
A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

CAROL R. KEPLER, Ph.D. (1981)
Assistant Professor of Biology
A.B., Oberlin College; Ph.D., University of North Carolina at Chapel Hill.

IONE KEMP KNIGHT, Ph.D. (1956)
Professor of English
A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

VIVIAN KRAINES, Ph.D. (Spring 1979)
Assistant Professor of Mathematics
A.B., Ph.D., University of California.

ANN W. KURTZ, Ph.D. (1979)
Associate Professor of Foreign Languages
A.B., Wellesley College; A.M., Ph.D., University of Maryland.

KATHLEEN LAMB, A.B. (1981)
Instructor of Speech
A.B., University of North Carolina at Chapel Hill; graduate study, University of North Carolina at Chapel Hill.

WILLIAM R. LEDFORD, Ph.D. (1957)
Associate Professor of Foreign Languages
A.B. Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)
Professor of History
B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

CHARLES P. LEWIS, III, Ph.D. (1980)
Assistant Professor of Chemistry
B.S., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, Johns Hopkins University.

JONATHAN A. LINDSEY, Ph.D. (1977)
Associate Dean and College Librarian
A.B., George Washington University; B.D., Ph.D., Southern Baptist Theological Seminary; M.S.L.S., University of Alabama.

W. DAVID LYNCH, D.M.A. (1969)
Professor of Music
Mus.B., Oberlin College; Mus.M., D.M.A., Performer's certificate, Eastman School of Music of the University of Rochester; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

FRANCES L. McCACHERN, Ed.D. (1980)
Assistant Professor of Music
A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

JERRY E. McGEE, Ed.D. (January 1980)
Vice President for Institutional Advancement
B.S., East Carolina University; A.M., Appalachian State University; Ed.D., Nova University.

JOE MARON, M.F.A. (1972)
Assistant Professor of Art
A.B., M.F.A., Brooklyn College.

MARIE MASON, Ph.D. (1969)
Associate Professor of Psychology
Director of Health Services
A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)
Associate Professor of Health and Physical Education
B.S., University of North Carolina at Greensboro; A.M., New York University.

REBECCA J. MURRAY, Ed.D. (1974)
Professor of Education
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University; post-doctoral study, North Carolina State University.

ALLEN F. PAGE, Ph.D. (1973)
Associate Professor of Religion
A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Theological Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

THOMAS C. PARRAMORE, Ph.D. (1962)
Associate Professor of History
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

RON G. PAUL, M.F.A. (1982)
Instructor of Dance
A.B., Jersey City State College; M.F.A., University of North Carolina at Greensboro.

BRENT A. PITTS, Ph.D. (1981)
Assistant Professor of Foreign Languages
A.B., A.M., Ph.D., Indiana University.

DOROTHY K. PRESTON, Ph.D. (1961)
Associate Professor of Mathematics
A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D., North Carolina State University.

ROBERT K. REID, Ph.D. (1979)
Assistant Professor of Biology
B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

LOUISE REISS, Ph.D. (1982)
Instructor of Foreign Languages (Part-time Fall 1982)
Assistant Professor of Foreign Languages (Spring 1983)
A.B., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill.

NORMA ROSE, Ph.D. (1937)
Professor of English
A.B., Meredith College; A.M., University of North Carolina; Ph.D., Yale University.

NANCY C. SASNETT, M.Ed. (1971)
Instructor of Business
B.S., Pfeiffer College; M.Ed., University of North Carolina at Greensboro.

PENNY F. SCOTT, A.M. (1982)
Instructor of Business
B.S., A.M., Appalachian State University.

REGINALD B. SHIFLETT, Ph.D. (1978)
Associate Professor of Chemistry
B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)
Instructor of Photography and Foreign Languages
A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

BERNICE T. SHUEY, M.B.A. (1982)
Instructor of Business
B.S., Southwest Missouri State University; M.B.A., University of Dayton.

EVELYN P. SIMMONS, M.S. (1962)
Assistant Professor of Economics
B.S., Georgia State College for Women; M.S., University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

DOROTHY J. SIZEMORE, A.M. (1980)
Dean of Students
A.B., William Jewell College; A.M., Georgetown College.

LAROSE F. SPOONER, Ed.D. (1967)
Assistant to the President
A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University.

PEGGY STARKEY, Ph.D. (1980)
Assistant Professor of Religion
A.B., Southern Methodist University; M.Div., S.T.M., M.Phil., Ph.D., Union Theological Seminary.

MARILYN M. STUBER, Ed.D., (1965)
Associate Professor of Home Economics
B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

EUGENE M. SUMNER, D.S.W., (1973)
Assistant Professor of Social Work
A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

LESLIE W. SYRON, Ph.D. (1945)
Professor of Sociology
A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

LOUISE TAYLOR, Ph.D. (1978)
Assistant Professor of English
A.B., Swarthmore College; A.M., Florida State University; M.A., Duke University; Ph.D., Florida State University.

OLIVE D. TAYLOR, M.Ed. (1970)
Instructor of Mathematics
B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University, Appalachian State University.

MARY L. THOMAS, A.M. (1982)
Instructor of Spanish
A.B., Ohio University, A.M., University of Michigan.

SANDRA CAROL THOMAS, Ph.D. (1974)
Vice President for Student Development
A.B., University of Texas; M.S., Indiana University; Ph.D., Saint Louis University.

ANN THOMPSON, M.S. (1982)
Visiting Lecturer of Home Economics
B.S., M.S., University of North Carolina at Greensboro.

DANIEL E. TODD, JR., Ph.D. (1982)
Professor of Education
B.S., A.M., East Carolina University; Ph.D., University of North Carolina at Chapel Hill.

CHARLES R. TUCKER, Ph.D. (1966)
Associate Professor of Sociology
A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)
Assistant Professor of Music
A.B., Adelphi University; Mus.M., Butler University, Ph.D., Eastman School of Music of the University of Rochester.

ROBERT L. VANCE, Ph.D. (1981)
Assistant Professor of Religion and Philosophy
A.B., Davidson College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University.

JOHN EDGAR WEEMS, Ed.D. (1972)
President
B.S., A.M., Ed.D., George Peabody College.

SUSAN B. WESSELS, M.B.A. (1978)
Instructor of Business and Economics
A.B., Grove City College; M.B.A., DePaul University.

ROBERT WHARTON, A.M. (1981)
Instructor of Drama and Speech
B.F.A., Virginia Commonwealth University; A.M., University of Connecticut; graduate study, Florida State University.

ED R. WHEELER, Ph.D. (1980)
Associate Professor of Mathematics
A.B., Samford University; Ph.D., University of Virginia.

LEONARD WHITE, A.M. (1964)
Associate Professor of Art
A.B., A.M., University of North Carolina at Chapel Hill.

HERBERT H. WILLIAMS, Ph.D. (1977)
Technical Services Librarian
A.B., Duke University; A.M., Ph.D., Princeton University; M.S.L.S., University of North Carolina at Chapel Hill.

BURGUNDE WINZ, A.M. (1978)
(Leave of absence, Spring, 1983)
Instructor of Foreign Languages
A.B., A.M., ADI-Germersheim, West Germany; graduate study, University of North Carolina at Chapel Hill.

RHONDA M. ZINGRAFF, Ph.D. (1979)
Assistant Professor of Sociology
B.S., Virginia Commonwealth University; A.M., Ph.D., Bowling Green State University.

NEW FACULTY APPOINTMENTS 1983-84 — as of May, 1983

LYNNE BAUNACH, M.S.
Part-time Instructor of Chemistry

JACQUES COMEAUX, Ph.D.
Associate Professor of Foreign Languages

ELLEN GOODE, Ed.D.
Associate Professor of Home Economics

JEAN JACKSON, Ph.D.
Assistant Professor of English

DONALD SPANTON, Ph.D.
Associate Professor of Business

WILLIAM G. WALTON, JR., Ph.D.
Assistant Professor of English

PART-TIME FACULTY — 1982-83

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

JAN ADAM (1980)
Instructor of Music

WILL ADAMS (1982)
Instructor of Music

RICHARD H. BEHRMAN, M.B.A. (1980)
Instructor of Business
B.B.A., Iona College; M.B.A., New York University.

MEREDITH L. BRATCHER, A.M. (Fall 1982 only)
Instructor of English
A.B., Wake Forest University; A.M., University of North Carolina at Chapel Hill; graduate study, Duke University.

RACHEL M. BROWN, B.S. (1978-Fall 1982)
Instructor of Art
B.S., University of Bridgeport.

MARJORIE CANADAY (1982)
Instructor of Music

GWENDOLYN V. CLAY, A.M. (Fall 1982 only)
Instructor of Mathematics
B.S., North Carolina State University; A.M., University of North Carolina at Chapel Hill.

CURTIS CRAVER, JR. (1979)
Instructor of Music

BARBARA CULBERTSON, A.M. (1982)
Instructor of Business
A.B., Mars Hill College; A.M., North Carolina State University.

ALICE W. DAUGHERTY, Mus.B. (1971)
Instructor of Music
Mus.B., Lawrence College; additional study, Julliard School of Music.

EDITH J. DONOVAN, A.M. (Spring 1983)
Instructor of Foreign Languages
A.M., University of South Carolina; graduate study, University of North Carolina at Chapel Hill.

BROCK W. DOWNWARD, D.M.A. (1976)
Instructor of Music
Mus.B., Oberlin College; Mus.M., D.M.A., Eastman School of Music of the University of Rochester.

SUSAN T. DRAUGHON, A.M. (Spring 1983)
Instructor of Art
B.F.A., University of North Carolina at Greensboro; A.M., East Carolina University.

BETTY JO FARRINGTON, A.B. (1969)
Instructor of Music
A.B., Meredith College

KAY ANN FRIEDRICH, M.P.H. (1967)
Instructor of Home Economics
B.S., graduate study, Michigan State University; M.P.H., University of North Carolina at Chapel Hill.

JOHN W. GIVVINES, B.S. (1975)
Instructor of Art
B.S., Western Carolina University.

ALICE Y. GOODE, Mus.B. (1974)
Instructor of Music
Mus.B., Texas Technological University.

BLUMA K. GREENBERG, A.M. (1976)
Instructor of Art
A.B., Duke University; A.M., University of North Carolina at Chapel Hill.

ELAINE HARBISON, M.F.A. (Spring 1983)
Instructor of Art
B.F.A., University of North Carolina at Greensboro; M.F.A., University of Georgia.

PATTIE HOWE, Ph.D. (Fall 1982 only)
Instructor of History
A.B. College of William and Mary; A.M., University of Hawaii, Ph.D., University at North Carolina at Chapel Hill.

VIRGINIA HUDSON (1981)
Instructor of Music

MILAM F. JOHNSON, Ph.D. (1982)
Visiting Lecturer of Mathematics
B.S., A.M., East Carolina University; Ph.D., University of North Carolina at Chapel Hill.

KATHERINE S. KEARNS, Ph.D. (Spring 1983)
Instructor of English
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

JANICE LEE, Ph.D. (1981)
Instructor of Education
A.B., A.M., University of California at Los Angeles, Ph.D., North Carolina State University.

SUSAN LOHR, Mus.M. (1981)
Instructor of Music
Mus.B., Mus.M., University of Kentucky.

TOM L. LOHR, Mus.M. (1979)
Instructor of Music
Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

MARY JO LOREK, Mus.M. (1980)
Instructor of Music
Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

MARILYN S. LYNCH, A.M. (1971)
Instructor of Music
Mus.B., Syracuse University; A.M., Eastman School of Music.

ANNE MACKIE, M.S.W. (1981)
Instructor of Social Work
A.B., Beaver College; M.S.W., University of North Carolina at Chapel Hill.

HUGH PARTRIDGE, Mus.M. (1980)
Instructor of Music
Mus.B., Indiana University; Mus.M., Butler University.

MARTA PARTRIDGE, Mus.B. (1981)
Instructor of Music
Mus.B., New England Conservatory.

JANICE PEERY, Mus.M. (1979)
Instructor of Music
Mus.B., University of Western Ontario; Mus.M., University of North Carolina at Chapel Hill.

VINCENT C. PHILLIPS, Mus.M. (1980)
Instructor of Music
Mus.B., Mus.M., University of Cincinnati.

JAMES W. POWERS, M.M. (1982)
Instructor of Music
B.M., East Carolina University; M.M., Miami University

CHRISTINA A. PRITCHARD, A.B. (1976)
Instructor of Equitation
A.B., Meredith College.

NANCY RADFORD, Mus.B. (1979)
Instructor of Music
Mus.B., Meredith College.

ELEANOR G. REUER, M.F.A. (Spring 1978)
Instructor of Art
B.F.A., University of North Carolina at Greensboro; M.F.A., University of North Carolina at Chapel Hill.

NANCY RIVA-PALACIO, A.M. (1979)
Instructor of Music
A.B., Westhampton College; A.M., Columbia University; Certificat d'Etudes, Sorbonne, University of Paris.

THEODORE C. RUSSELL, Ph.D. (1977)
Instructor of Music
B.S., North East Missouri State Teachers College; M.M., Northwestern University; Ph.D., University of Minnesota.

FACULTY EMERITI

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HAZEL BAITY, A.B., in L.S. (1941)
Librarian
A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

LILA BELL, M.Ed. (1941)
Associate Professor of Education
A.B., University of North Carolina at Greensboro; M.Ed., Duke University; graduate study, Columbia University, University of North Carolina at Chapel Hill.

ERNEST F. CANADAY, Ph.D. (1920)
Professor of Mathematics
A.B., William Jewell College; A.M. Missouri University; Ph.D., Duke University.

HARRY E. COOPER, Mus.D. (1937)
Professor of Music
A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory; Fellow, American Guild of Organists; Guy Weitz, London.

JANE G. DEESE, A.M. (1945)
Technical Services Librarian
A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

BEATRICE DONLEY, Mus.B. (1972)
Professor of Music
Mus.B. (Voice), Mus.B. (Public School Music), West Virginia University; voice with Horatio Connell, Julliard School of Music; voice with Adelaide Gescheidt, New York.

JAMES H. EADS, JR., M.S. (1958)
Assistant Professor of Biology
A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

HARRY K. DORSETT, A.M. (1941)
Associate Professor of Education
A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

LOUISE E. FLEMING, A.M. (1950)
Dean of Students
A.B., Meredith College; A.M., Columbia University; graduate study, Union Theological Seminary, University of Chicago Divinity School.

SUSAN FREUND, Ph.D. (1947)
Associate Professor of Foreign Languages
Ph.D., University of Heidelberg.

MAE F. GRIMMER, A.B. (1916)
Director of Alumnae Affairs
A.B., Meredith College.

MARY LYNCH JOHNSON, Ph.D. (1918)
Professor of English
A.B., Meredith College; A.M., Columbia University; Ph.D., Cornell University; L.H.D., Wake Forest University; post-doctoral research, British Museum, Cambridge University, Oxford University, University of London.

HELEN JONES, A.M. (1969)
Instructor of English
A.B., A.M. University of North Carolina at Greensboro.

MARGARET C. MARTIN, A.M. (1953, 1964)
Director of Alumnae Affairs
A.B., Meredith College; A.M., Columbia University.

STEWART A. NEWMAN, Th.D. (1973)
Professor of Philosophy
A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; post-doctoral study; Duke University, Northwestern-Barrett, University of Rochester.

LEISHMAN A. PEACOCK, Ph.D., (1948)
Professor of English
A.B., A.M., Wake Forest University; Ph.D., Pennsylvania State University; graduate study, Columbia University.

STUART PRATT, Mus.M. (1942)
Professor of Music
A.B., Hartwick College; Mus.B., Philadelphia Musical Academy; Mus.M., Syracuse University; two years in Berlin, Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri.

DAVID R. REVELEY, Ph.D. (1955)
Professor of Education
A.B., Hampden-Sydney College; A.M., Ph.D., University of Virginia.

MARY YARBROUGH, Ph.D. (1928)
Professor of Chemistry and Physics
A.B., Meredith College; M.S., North Carolina State University ; Ph.D., Duke University.

ADMINISTRATION — 1983-84

The date in parentheses indicates the year in which the individual joined the Meredith administration.

Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)
President

LaROSE F. SPOONER, Ed.D. (1967)
Assistant to the President

EVE P. DULANEY (1979)
Administrative Secretary

MARY LYNCH JOHNSON, Ph.D. (1918)
Professor Emeritus and College Historian

Academics

Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean

SARAH McCULLOH LEMMON, Ph.D. (1947)
Special Projects Coordinator

ANNE E. PICKARD, A.A. (1974)
Administrative Secretary

DOTTY LOU GANDY (1979)
Secretary to the Faculty

ROSE OVERMAN (1982)
Secretary to the Faculty

PENNY SMITH (1979)
Secretary to the Faculty

BETTY WALL, A.B. (1982)
Secretary to the Faculty

DORIS WALL (1971)
Secretary to the Faculty

BETTY JEAN YEAGER, A.B. (1948)
Secretary to the Faculty

Office of the Registrar

CHARLES A. DAVIS, Ph.D. (1967)
Associate Dean and Registrar

SUE TODD, A.B. (1968)
Assistant Registrar

JUDY BOOTHE (1983)
Records Secretary

LAURA BURAKOWSKI (1978)
Records Secretary

MARTHA FONVILLE, A.A. (1983)
Graduate Program Secretary

Library

College Librarian

LYNNE HENDERSON, M.L.S. (1976)
Reference Librarian

ROBERT G. FRACKER, A.M. (1962)
Library Assistant, Reference

HERBERT H. WILLIAMS, Ph.D. (1977)
Technical Services Librarian

DOROTHY QUICK, B.S. (1970)
Circulation Librarian

ALICE McNEIL (1976)
Library Assistant

GERALDINE SARGENT (1978)
Secretary

JUDITH SCHUSTER, B.S. (1981)
Library-Intern Reference

MARGARET SEXTON (1957)
Library Assistant

CAROL SMITH (1981)
Assistant, Music Library

FRANCES HANNAH (1977)
Acquisitions

Office of Continuing Education

ELLEN M. IRONSIDE, Ph.D. (1982)
Associate Dean and
Director of Continuing Education

ANNE C. DAHLE, M.Ed. (1972)
Director of Credit Programs and Counseling

EMILY P. JOHNSON, J.D. (1979)
Director of Legal Assistants Program

BARBARA H. WILLIS, M.Ed. (1978)
Program Coordinator

BETTY BASS (1982)
Secretary

International Studies

ROGER CROOK, Ph.D. (1949)
Coordinator

Business and Finance

Office of the Vice President for Business and Finance

JOE BAKER, A.B. (1966)
Vice President

EUNICE WILLIAMS (1975)
Controller

BEVERLY HODGES (1982)
Accountant

VIRGINIA SCARBORO, A.A. (1961)
Administrative Secretary

JILL JENKINS, B.S.(1980)
Accounts Receivable Clerk

REGINA WILSON (1983)
Payroll Clerk

MARY JANE MASON, A.B. (1983)
Accounts Payable Clerk

Computer Services

GLENWOOD SANDERSON (1981)
Director of Computer Services

GINNY BENNER (1982)
Computer Operator

College Calendar and Summer Programs

MARIE MASON, Ph.D. (1969)
Coordinator

College Store and Snack Bar

DRU M. HINSLEY, A.B. (1953)
Manager

RUTH L. GOWER (1959)
Assistant Manager

FRANCES GILLIS (1973)
Store Clerk

KATHRYN REED, A.B. (1979)
Store Clerk

LOLA STUART (1976)
Snack Bar Clerk

PEARL THOMAS (1981)
Snack Bar Clerk

Central Services and Post Office

SHERRY BONURA (1981)
Director

LESIA GOODWIN (1979)
Operator

SHEILA TROXLER (1974)
Postal Clerk

Food Services (ARA Slater)

CONNIE BRANCH (1981)
Manager

ALICE F. RENEGAR (1971)
Banquet Manager

Building and Grounds

HARRY SIMMONS (1949)
Superintendent

GINA HICKS (1982)
Secretary

LON AVENT (1972)
Electrician

DORSEY ADAMS (1978)
Horticulturist

THOMAS EDMONDSON (1977)
Carpenter

SAMUEL WILDER (1979)
Carpenter

Maintenance

LEE ADAMS
WILLIAM FINCH
BRUCE HOLLOWAY
MICHAEL HUNT
ARTHUR JONES
JAMES JONES
WILLIE KING
JAMES McDONALD
JOHNNIE O'CONNELL
JOHNNY PATTERSON
DARNELL SMITH
EDDIE TURNER
ROOSEVELT WILLIAMS

Security

DANIEL G. SHATTUCK
Chief Security Officer

W. W. ADAMS
WORTH BAILEY
ROGER BLEVINS
WILLIAM GRINER
SHERWOOD JONES
E. B. LAWRENCE
V. C. MEDLIN
AUBREY UNDERWOOD
LEROY POLLARD
CHARLES SOCKELL

Stables

LUTHER M. HUGGINS, A.A. (1969)
Manager

Switchboard

BONNIE SHATTUCK (1979)

JANICE SHATTUCK (1974)
Operators

Residence Halls Maintenance

MARY ~~W. LILES~~ (1960)
Director of Housekeeping Services

NELLIE PENNINGTON (1966)
Assistant Director of Housekeeping Services

Housekeepers

HAZEL BLANDSHAW
MARY ELIZABETH BELL

DOROTHY LEE BOYKIN
DORIS CLINTON
MARJORIE COLLINS
CURLIE FULLER
CORA LASSITER
ESSIE LEACH
PAULINE McCULLERS
LILLIE MONROE
MADIE LITTLE
LUCRETIA PETERSON
LOIS ROWLAND
NOAMI SANDERS
ANNIE RUTH SMITH
BEATRICE STRICKLAND
RUTH WILKERSON

Student Development

Office of the Vice President for Student Development

SANDRA C. THOMAS, Ph.D. (1974)
Vice President

PATRICIA BAKER, A.B. (1982)
Administrative Secretary

Office of the Dean of Students

DOROTHY J. SIZEMORE, A.M. (1980)
Dean

JANICE McCLENDON (1983)
Administrative Assistant/
Coordinator of Housing

JAN GILLIAN, B.S.(1983)
Resident Adviser

DEBRA McGUIRE (1983)
Resident Adviser

CAROL YANDLE (1983)
Resident Adviser

MADELINE TEETSELL (1976)
Resident Adviser

FRANCES THORNE (1962)
Resident Adviser

Office of Admissions

MARY BLAND JOSEY, M.Ed. (1953)
Director

SUE E. KEARNEY, A.M. (1966)
Associate Director

NANCY B. STANTON, B.S. (1980)
Assistant Director

GEORGANNE B. GRIFFIN, A.B. (1982)
Counselor

ANNE C. PUGH, A.B. (1977)
Secretary

REBECCA GRESHAM, B.S. (1982)
Secretary

CAROLYN STONE (1980)
Secretary

Office of the Campus Minister

SAMUEL BANKS CAROTHERS, M.Div. (1982)
Campus Minister

LEILA STENNETT, B.S. (1983)
Associate Campus Minister

Career Services and Cooperative Education

MARIE W. CAPEL, M.Ed., (1971)
Director

BARBARA MUTSCHLER, M.Ed. (1979)
Assistant Director

SHIRLEY IHNEN, B.S. (1974)
Coordinator of Cooperative Education

CLETA JOHNSON (1979)
Secretary

Office of Financial Aid

AUDREY GARDNER, A.A. (1969)
Director

ALBERTA HAWES (1976)
Secretary

Guidance and Counseling

MARGE SHELTON, A.M. (1981)
Counselor

Health Services

MARIE MASON, Ph.D., R.N. (1969)
Director

PATRICIA BROOMHALL, M.D. (1980)
Physician

SIDNEY MARTIN, M.D. (1972)
Physician

RUTH PEARCE, R.N. (1980)
Nurse

GEORGIA STEPHENS, R.N. (1979)
Nurse

FRONIA THACKER, B.S., R.N. (1975)
Nurse

Student Activities

RHODA SOWERS, B.S. (1982)
Director

ANNE HUFFMAN, B.Mus. (1981)
Receptionist/Assistant, Cate Center

Institutional Advancement

Office of the Vice President for Institutional Advancement

JERRY E. McGEE, Ed.D. (1980)
Vice President

SHARON WOODLIEF (1972)
Administrative Secretary

GERALDINE MYERS (1978)
Secretary/Receptionist

MARTHA HARRELL (1979)
Accounting Clerk

Church Relations

CAROLYN C. ROBINSON, A.B. (1958)
Director
College Editor

Corporate Relations

KEITH D. OAKLEY, B.S. (1983)
Director

Alumnae Affairs

CLEO G. PERRY, A.B. (1975)
Director

ANNE M. PURCELL, A.B. (1974)
Coordinator of Annual Giving

GAY H. ELLIOTT, A.B. (1983)
Secretary

Information Services

WILBURN L. NORTON, JR., A.B. (1970)
Director

Secretary

Planned Giving

JOHN B. HIOTT, M.Div. (1968)
Director

BETH McGINNIS (1982)
Secretary

Cooperating Raleigh Colleges

ROSALIE P. GATES, Ph.D. (1981)
Director

PEGGY BAYNARD
Secretary

BUILDINGS AND GROUNDS

JONES CHAPEL projects a visible symbol of Meredith's commitment to Christian education. Named the Christina and Seby Jones Chapel in honor of Mr. and Mrs. Jones of Raleigh, the chapel contains the campus minister's office, secretary/receptionist's office, kitchen, commons room, library/reading room, and visiting speaker's office behind the sanctuary and a bride's room in front of the sanctuary. Mr. and Mrs. Jones have been strong supporters of the College. Mr. Jones has served as chairman of the Board of Trustees and Board of Associates. Located in Jones Chapel is the Estelle Johnson Salisbury Memorial Organ, an encased mechanical-action instrument of 20 stops and 27 ranks. The two-manual and pedal instrument was constructed in 1983 by the Andover Organ Company.

JOHNSON HALL, named in memory of Livingston Johnson and located at the front center of the campus, is the administration building which houses reception rooms and most administrative offices.

CARLYLE CAMPBELL LIBRARY is named in honor of Meredith's fourth president, Carlyle Campbell, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, space for the library's book collection (now more than 100,000 volumes), and facilities that a college such as Meredith needs in educational services.

JOYNER HALL is a classroom building for most courses in education, English, foreign languages, history and politics, psychology, religion and philosophy, and sociology and social work. In addition, it contains offices for faculty, a small auditorium equipped with visual aids, a photographic darkroom, seminar rooms, a lounge, and a kitchenette. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

HUNTER HALL, named for Jospeh Rufus Hunter, provides classrooms and laboratories for biology, chemistry, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is available for experiemental purposes.

SHEARON HARRIS BUILDING, constructed in 1982, is a classroom building for the departments of business administration and economics and mathematics. In addition to classrooms, seminar rooms, and faculty offices, the building also contains two conference rooms, a reading room, faculty lounge, and kitchen. It is named in honor of the late Shearon Harris who served the College as a trustee for more than a decade. He also served as chairman of the Board of Trustees and Board of Associates.

ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. Named for Ellen Dozier Brewer, member of the faculty for 57 years, the Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a student's study, an office for the supervisor, a living room, family room, and kitchen.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses an auditorium — a place of many functions for the college community and for off-campus groups as well. The building was renovated in 1978 for the use of speech, drama, and art. A modern photographic laboratory and light studio and an art gallery were included in the renovations. Some music practice rooms, studios, and classrooms are located in the building.

COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. The organ is named in honor of Harry E. Cooper, former Department of Music chairman for over 30 years, and was installed in 1970. It is a three-manual, 35-rank concert instrument with classic voicing, built by the Austin Organ Company. The organ is used for recitals, convocations, services, teaching, and practicing.

HARRIET MARDRE WAINWRIGHT MUSIC BUILDING, a two-story brick and masonry structure adjacent to Jones Hall, houses a music library, faculty lounge, five offices, three classrooms, eight practice rooms, and 22 teaching studios. Also included in the 21,000 square foot building is the 175-seat Clara Carswell Concert Hall named in honor of Mrs. Guy T. Carswell. The music and fine arts building, named in honor of Mrs. Irving H. Wainwright, was dedicated in 1977.

WEATHERSPOON PHYSICAL EDUCATION — RECREATION BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, an indoor swimming pool, and offices for the Department of Health, Physical Education, and Recreation. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS house 140-170 students each. The majority of the housing accommodations in these multiple-story residence halls follow the suite arrangement of two rooms and a bath for four students; two students occupying a room. The exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but do offer comparable bath facilities. Some rooms on these floors house three students and some house one student.

Telephones are available on each floor, and students may have them installed in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls. The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield; Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family, respectively.

BELK DINING HALL, large enough to accommodate the student body; may be reached from most residence halls by covered breezeways. Dedicated in 1970, Belk Dining Hall was named in honor of Carol Grotnes Belk.

DELIA DIXON CARROLL INFIRMARY AND RESIDENCE HALL was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students and four rooms for three, two of which have a private bath and two which are joined by a bath. The first floor of Carroll houses the infirmary which has a nurse in residence and a doctor on call 24 hours a day for any medical needs that might arise. The infirmary is well-equipped, contains eight beds, and is completely air-conditioned.

MAE GRIMMER ALUMNAE HOUSE includes offices of the alumnae association, as well as bedroom suites for guests of the College. There are also a reception room and kitchen for social events. For 36 years Mae Grimmer was executive secretary of the alumnae association, and the house is named in her honor.

FAW GARDEN, located between the Harriet Mardre Wainwright Music Building, Jones Hall, and Heilman Residence Hall, includes a partially enclosed courtyard of brick and garden areas. The garden, named in honor of the J. C. Faw family, includes a variety of evergreen and deciduous plants.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove to the south of Jones Hall, the amphitheater overlooks a four and a half acre lake. An island stage separated from the amphitheater by a moat is complete with lighting and sound systems, making the theater ideally suited for outdoor performances and general college programs. Named for Elva Bryan McIver of Sanford, North Carolina, the amphitheater was made possible by a bequest from this friend of the College.

CATE CENTER contains continuing education facilities, including the 240-seat Kresge Auditorium, offices for counseling and career services; the student supply store, snack bar, student government offices, student publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used to entertain students and other constituents of the College. The house is named in honor of Dr. Luther M. Massey and his wife, Vivian Dawson Massey, in appreciation of their service to Meredith.

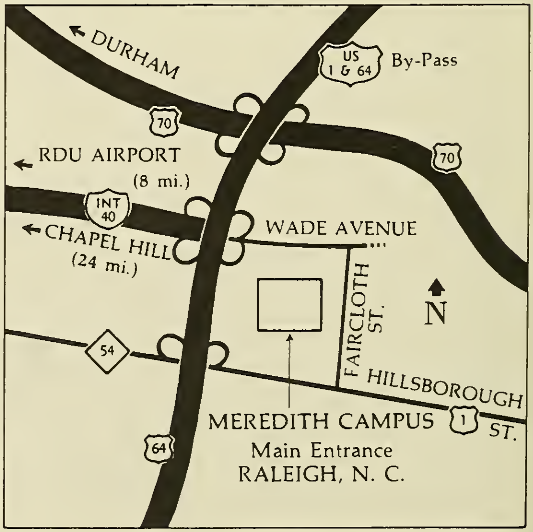
MARTIN EQUITATION ARENA is located behind Weatherspoon Physical Education-Recreation Building. A standard size show ring, the arena was dedicated in 1976 in honor of Zeno Martin and Lorna Bell Broughton.

SHAW FOUNTAIN is positioned on the front center campus near the entrance to the administration building. The six water spouts control 10 water height stages and are illuminated by 20 multi-colored lights. Named in honor of Henry M. Shaw and his wife, Blanche M. Shaw, the 20-foot circular fountain was dedicated in 1974.

MEREDITH COLLEGE STABLES accommodate approximately 40 college-owned horses. Facilities are there for classroom sessions in equitation was well as for outdoor and indoor riding.

By Auto

Easy access to the Meredith College campus is provided by Interstate 40 and U.S. 1 and 64 (by-pass). The campus is situated on the western-most side of Raleigh and is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the south by Hillsborough Street, and on the west by U.S. 1 and 64 (by-pass). The campus front entrance faces Hillsborough Street, and appropriate highway markings are placed to guide the visitor to the campus.

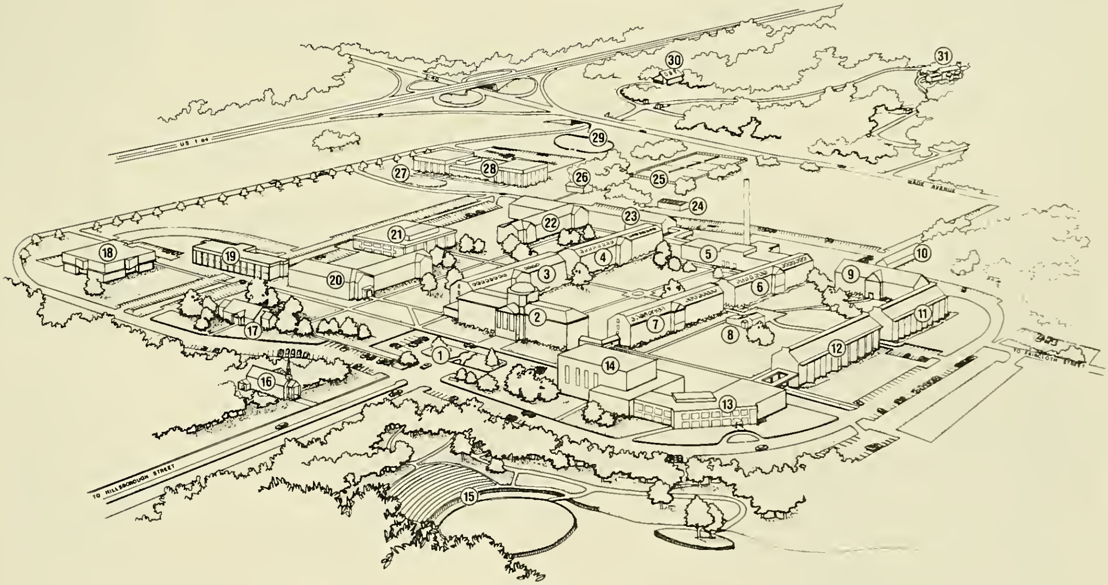


LOCATION

Located in central North Carolina, Raleigh, home of Meredith College, is a growing city of approximately 156,000 people. The campus, however, is on the western outskirts of the city, and the 225 acreas are unspoiled by commercial or residential development. Situated at the junction of two major highways—U.S. 1 and 64 and Interstate 40—there is easy access to other major cities. The Raleigh-Durham Airport, serving the major airlines, is just eight miles from the campus.

Raleigh is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill. Raleigh is also the home of North Carolina State University. Approximately 25 miles away is Chapel Hill, the site of the University of North Carolina. Duke University is 17 miles away in Durham. Wake Forest University, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities while others enjoy the beaches of coastal North Carolina.



Campus Map

1.Shaw Fountain, **2.**Johnson Hall (administration), **3.**Vann Residence Hall, **4.**Stringfield Residence Hall, **5.**Belk Dining Hall, **6.**Faircloth Residence Hall, **7.**Brewer Residence Hall, **8.**Temporary Art Studio, **9.**Poteat Residence Hall, **10.**Maintenance Shop, **11.**Barefoot Residence Hall, **12.**Heilman Residence Hall, **13.**Harriet Mardre Wainwright Music Building, **14.**Jones Hall (auditorium, drama, art), **15.**Elva Bryan McIver Amphitheater, **16.**Christina and Seby Jones Chapel, **17.**Mae Grimmer Alumnae House, **18.**Cate College and Continuing Education Center, **19.**Shearon Harris Building for Business Administration (business, economics, mathematics), **20.**Joyner Hall (liberal arts), **21.**Carlyle Campbell Library, **22.**Hunter Hall (science, home economics), **23.**Delia Dixon Carroll Infirmary and Residence Hall (infirmary, first floor; residence, second floor), **24.**Continuing Education Office, **25.**Tennis Courts, **26.**Ellen Brewer Home Management House, **27.**Golf Putting Green, **28.**Weatherspoon Physical Education-Recreation Building, **29.**Zeno Martin Arena, **30.**Meredith Stables, **31.**Massey House (president's residence).

ACADEMIC CALENDAR

FALL SEMESTER — 1983

Arrival of new students	Thu. Aug. 18
Registration	Mon. Aug. 22
Registration of new students	Tue. Aug. 23
First day of classes	Wed. Aug. 24
Last day to add a course	Tue. Aug. 30
Labor Day Holiday-no classes held	Mon. Sep. 5
Last day for grading changes	Wed. Sep. 21
Last day to drop with a "W" grade	Wed. Sep. 21
Midterm: Autumn recess begins at 5:00 P.M.	Fri. Oct. 14
Classes resume at 8:00 A.M.	Wed. Oct. 19
Midterm reports due at NOON	Wed. Oct. 19
Thanksgiving recess begins at 1:00 P.M.	Wed. Nov. 23
Classes resume at 8:00 A.M.	Mon. Nov. 28
Last day to withdraw from a course	Wed. Nov. 30
Last day of classes	Wed. Dec. 7
Reading Day	Thur. Dec 8
Final Examinations	Fri. Dec. 9 — Sat. Dec. 17

SPRING SEMESTER — 1984

Registration	Tue. Jan. 10
First day of classes	Wed. Jan. 11
Last day to add a course	Tue. Jan. 17
Last day for grading changes	Tue. Feb. 7
Last day to drop with a "W" grade	Tue. Feb. 7
Founders' Day	Fri. Feb. 24
Midterm: Spring recess begins at 5:00 P.M.	Fri. Mar. 2
Midterm reports due at NOON	Wed. Mar. 7
Classes resume at 8:00 A.M.	Mon. Mar. 12
Easter Recess begins after last class	Thu. Mar. 29
Classes resume at 8:00 A.M.	Tue. Apr. 3
Last day to withdraw from a course	Tue. Apr. 24
Last day of classes	Tue. May 1
Reading Day	Wed. May 2
Final Examinations	Fri. May 3 — Fri. May 11
Commencement	Sun. May 13

SUMMER SCHOOL – 1984

First session begins	Mon. May 21
First session ends	Fri. June 8
Second session begins	Mon. June 11
Second session ends	Fri. June 29
Third session begins	Tue. July 2
Holiday	Wed. July 4
Third session ends	Sat. July 21

1983

AUGUST

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JANUARY

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Meredith

Meredith College Board of Trustees, 1983

ENROLLMENT FOR 1982-83

Fall 1982 Degree Candidates (Bachelor of Arts, Bachelor of Science, and Bachelor of Music)	
Senior	678
Junior	315
Sophomore	385
Freshmen	426
Total degree candidates	1,493
Other students in credit courses	122
Students in non-credit courses	418
Total enrollment, Fall 1982	2,033
Summer Enrollment 1982	1,231
Students in credit courses by state	
Colorado	1
Connecticut	4
Delaware	2
Florida	15
Georgia	13
Maryland	12
Massachusetts	1
New Jersey	6
New York	5
North Carolina	1,363
Ohio	2
Pennsylvania	6
South Carolina	21
South Dakota	1
Tennessee	5
Texas	3
Virginia	136
West Virginia	5
International students	14
TOTAL	1,615

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CORRESPONDENCE AND VISTS

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, North Carolina 27607-5298, and the College telephone number is (919) 833-6461. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

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Admissions
  Office of Admissions
Alumnae matters
  Director of Alumnae Affairs
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  Office of Admissions
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  Office of Continuing Education
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  Dean of the College
Expenses
  Vice President for Business and Finance
Financial aid
  Office of Financial Aid
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